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introduction

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Subjects
Authors and investigators
Institutions

Each index entry contains the appropriate ED or EP number so that the reader can readily refer to the corresponding sequential resume number.

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February 1968

Volume 3, Number 2

research in education

ED 012 791 - 013 339/EP 010 976 - 010 989

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availability of reports

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EDRS
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The price of hard copy for all reports, past and future, remains unchanged at 4 cents per page of each document.

document section

Document 1000000000

document resumes

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Title of document.

Author(s) of document.

Report Number--number assigned by originator of document

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EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

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SAMPLE ENTRY

ED 000 000

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY: ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-\$0.27 HC-\$1.06

231 P

DESCRIPTORS: *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 90 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

Code for Office of Education legislative program which supported research activity. (when applicable)

Clearinghouse accession number

Organization at which document originated.

Date document was published

Informative Abstract--a condensation of the document in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

ED 012 791 08 AA 000 151

BRICK, MICHAEL

AN ANALYSIS OF SELECTED BUSINESS AND TECHNOLOGY PROGRAMS IN HIGH SCHOOLS AND IN TWO-YEAR COLLEGES AND INSTITUTES OF NEW YORK STATE WITH A VIEW TOWARD INITIATING ARTICULATION PROCEDURES IN COUNTERPART OFFERINGS.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

REPORT NUMBER BR-5-0043-1

PUB DATE FEB 67

EDRS PRICE MF-\$0.50 HC-\$4.68 115P.

DESCRIPTORS *COOPERATIVE PLANNING, *HIGH SCHOOLS, *JUNIOR COLLEGES, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CONFERENCES, CURRICULUM ENRICHMENT, EDUCATIONAL RESEARCH, STUDENT NEEDS, CONTRACT OEC-5-85-110

A RESEARCH CONFERENCE ON VOCATIONAL AND TECHNICAL EDUCATION WAS HELD TO BRING HIGH SCHOOL AND 2-YEAR COLLEGE REPRESENTATIVES TOGETHER TO DISCUSS MUTUAL PROBLEMS OF COORDINATION. THE PRIME CONCERN WAS TO IDENTIFY AND SUGGEST WAYS FOR DEVELOPING TECHNIQUES IN ARTICULATION OF THE OFFERINGS IN BUSINESS, MECHANICAL, AND ELECTRICAL TECHNOLOGIES. THE ORGANIZATIONAL FRAMEWORK PROVIDED FOR THE IDENTIFICATION OF ISSUES RELATING TO THE THREE BROAD AREAS OF VOCATIONAL AND TECHNICAL EDUCATION, CURRICULUM, AND STUDENT. PAPERS WERE PRESENTED DEALING WITH ALL THREE SUBJECT AREAS. FOLLOWING EACH OF THE MAJOR PRESENTATIONS, CONFERENCE PARTICIPANTS MET IN GROUPS TO DEVELOP RECOMMENDATIONS FOR ARTICULATION IMPROVEMENT. ALL FEDERAL FUNDS FOR THIS RESEARCH WERE SUBCONTRACTED THROUGH THE BUREAU OF OCCUPATIONAL EDUCATION, NEW YORK DEPARTMENT OF EDUCATION. (GD)

ED 012 792 85 AA 000 152

BAIL, JOE P. HAMILTON, WILLIAM H.

A STUDY OF THE INNOVATIVE ASPECTS OF EMERGING OFF-FARM AGRICULTURAL PROGRAMS AT THE SECONDARY LEVEL AND THE ARTICULATION OF SUCH PROGRAMS WITH TECHNICAL COLLEGE CURRICULUM IN AGRICULTURE.

STATE UNIV. OF N.Y., ITHACA

REPORT NUMBER BR-5-0043-2

PUB DATE JAN 67

EDRS PRICE MF-\$0.50 HC-\$3.76 92P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ARTICULATION (PROGRAM), *INSTRUCTIONAL INNOVATION, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, CONFERENCES, CURRICULUM ENRICHMENT, PROGRAM IMPROVEMENT, SECONDARY EDUCATION, CONTRACT OEC-5-85-110

SUCCESSFUL EARLY PROGRAMS IN OFF-FARM AGRICULTURAL EDUCATION WERE ASSESSED IN THIS 2-PHASE PROJECT. THE FIRST PHASE OF THE PROJECT ASSESSED INNOVATIVE PROGRAMS AND PRACTICES THAT CONTRIBUTED TO THE SUCCESS OF THESE PROGRAMS. QUESTIONNAIRES WERE DEVELOPED AND ADMINISTERED TO APPROPRIATE PERSONNEL OF TEN HIGH SCHOOLS HAVING PROGRAMS IN AGRICULTURAL BUSINESS, AGRICULTURAL MECHANIZATION, CONSERVATION, AND ORNAMENTAL HORTICULTURE. A NUMBER OF COMMON CHARACTERISTICS OF SUCCESSFUL IN-

NOVATIVE PROGRAMS WERE LISTED. THE SECOND PHASE OF THE PROJECT RELATED TO THE ARTICULATION OF THESE PROGRAMS ON THE SECONDARY LEVEL WITH SIMILAR POST-HIGH SCHOOL PROGRAMS IN THE AGRICULTURAL AND TECHNICAL COLLEGES. A SERIES OF CONFERENCES AND PERSONAL VISITS RESULTED IN A NUMBER OF FINDINGS WHICH POINTED TO THE NEED FOR GREATER ARTICULATION OF CURRICULUM OFFERINGS. THE INVESTIGATORS CONCLUDED THAT (1) THE NUMBER OF SPECIALIZED OFF-FARM AGRICULTURAL PROGRAMS WILL INCREASE AT BOTH THE HIGH SCHOOL AND POST-HIGH SCHOOL LEVEL AND (2) THE BEST USE OF EDUCATIONAL RESOURCES NECESSITATES CONTINUED DIALOG BETWEEN THE CONCERNED HIGH SCHOOL AND TECHNICAL COLLEGE PERSONNEL TO ACHIEVE A "TOTAL TEAM" APPROACH TO THE JOB OF PROVIDING OCCUPATIONAL EDUCATION IN AGRICULTURE. ALL FEDERAL FUNDS FOR THIS CONTRACT WERE SUBCONTRACTED THROUGH THE BUREAU OF OCCUPATIONAL EDUCATION, NEW YORK STATE EDUCATION DEPARTMENT. (AL)

ED 012 793 08 AA 000 153

LEIGHBODY, GERALD E.

A SURVEY OF EXISTING MULTI-OCCUPATIONAL PROGRAMS OF VOCATIONAL EDUCATION IN NEW YORK AND CERTAIN OTHER STATES.

STATE UNIV. OF N.Y., BUFFALO

REPORT NUMBER BR-5-0043-3

PUB DATE FEB 67

EDRS PRICE MF-\$0.50 HC-\$1.44 39P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *PROGRAM DESCRIPTIONS, *SLOW LEARNERS, *SPECIAL PROGRAMS, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, SPECIAL EDUCATION, CONTRACT OEC-5-85-110

THE CHARACTERISTICS OF SIX DIFFERENT COMMUNITY HIGH SCHOOL PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS WERE IDENTIFIED TO ASSESS THEIR COMMON FEATURES, INNOVATIONS, AND SUCCESSFUL PRACTICES. THESE PROGRAMS WERE OF A MULTI-OCCUPATIONAL NATURE, DESIGNED TO MEET THE NEEDS OF SLOW LEARNERS. DATA WERE SECURED BY MEANS OF INTERVIEWS WITH KEY PERSONNEL, OBSERVATION OF THE PROGRAM IN ACTION, AND STUDY OF OFFICIAL RECORDS. CONSIDERABLE VARIATION WAS DISCOVERED AMONG THE PROGRAMS STUDIED. ALL OF THEM SERVED SLOW LEARNING STUDENTS BUT IN SOME CASES DROPOUTS AND PREDROPOUTS WHO WERE NOT IN THE SLOW LEARNER GROUP WERE ALSO SERVED. MOST OF THE PROGRAMS USED OCCUPATIONALLY RELATED ACTIVITIES AND STUDIES IN ACTUAL WORK EXPERIENCE TO MAKE SCHOOL SUFFICIENTLY ATTRACTIVE TO PREVENT STUDENTS FROM DROPPING OUT. TO ADD TO THEIR GENERAL EDUCATION, AND TO PROVIDE A BASIS FOR MORE SPECIFIC VOCATIONAL PREPARATION. ONLY ONE OF THE PROGRAMS WAS FOUND TO BE GEARED DIRECTLY TO JOB PREPARATION AND PLACEMENT. BASED ON THE FINDINGS, A NUMBER OF SUGGESTIONS FOR DEVELOPING OCCUPATIONALLY ORIENTED PROGRAMS FOR SLOW LEARNERS WERE MADE. ALL FEDERAL FUNDS FOR THIS CONTRACT WERE SUBCONTRACTED THROUGH THE BUREAU OF OCCUPATIONAL EDUCATION, NEW YORK STATE EDUCATION DEPARTMENT. (GD)

ED 012 794 08 AA 000 154

GRIESS, JERALD

FEASIBILITY OF PROVIDING TRADE COMPETENCY EXAMINATIONS FOR TEACHERS ON A NATIONAL BASIS.

NEW YORK STATE EDUCATION DEPT., ALBANY

REPORT NUMBER BR-5-0043-4

PUB DATE FEB 67

EDRS PRICE MF-\$0.50 HC-\$3.40 83P.

DESCRIPTORS *NATIONAL COMPETENCY TESTS, *SEMINARS, *STANDARDIZED TESTS, *TEACHER EVALUATION, *TEACHER QUALIFICATIONS, NATIONAL INTELLIGENCE NORM, NATIONAL SURVEYS, CONTRACT OEC-5-85-110

THE FEASIBILITY OF DEVELOPING TRADE-COMPETENCY EXAMINATIONS ON A NATIONAL BASIS WAS INVESTIGATED, AND THE POTENTIAL UTILITY OF CURRENTLY DEVELOPED INSTRUMENTS WAS ASSESSED. TWO 1-DAY SEMINARS WERE HELD, AND, AT THE FIRST SEMINAR, FOUR INFORMAL PRESENTATIONS WERE MADE FOLLOWED BY SMALL GROUP DISCUSSIONS. AT THE SECOND SEMINAR, FOUR PAPERS WERE READ AND REACTIONS TO THE PAPERS WERE PRESENTED FOR DISCUSSION. THE COMPLETE TEXTS OF THE PROCEEDINGS OF THE SECOND SEMINAR APPEAR IN THE FINAL REPORT. THE OUTCOME OF THE TWO SEMINARS WAS GENERAL AGREEMENT THAT THE DEVELOPMENT OF OCCUPATIONAL-COMPETENCY EXAMINATIONS ON A NATIONWIDE BASIS WOULD BE A MORE EFFICIENT USE OF PERSONNEL AND SHOULD PROVIDE HIGHER QUALITY EXAMINATIONS. IT WAS ALSO AGREED THAT A PROPOSAL TO DEVELOP TRADE-COMPETENCY EXAMINATIONS ON A NATIONAL BASIS BE PREPARED AND FUNDS SOUGHT TO CARRY OUT THE PROJECT. ALL FEDERAL FUNDS FOR THIS CONTRACT WERE SUBCONTRACTED THROUGH THE BUREAU OF OCCUPATIONAL EDUCATION, NEW YORK STATE EDUCATION DEPARTMENT. (GD)

ED 012 795 95 AA 000 155

ZWICKEL, I. AND OTHERS

VOCATIONAL EDUCATION INFORMATION SYSTEM. FINAL REPORT.

FEDERAL ELECTRIC CORP., PARAMUS, N.J.

PUB DATE 01 OCT 66

EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *DATA PROCESSING, *INFORMATION SYSTEMS, *NATIONAL PROGRAMS, *SYSTEMS DEVELOPMENT, *VOCATIONAL EDUCATION, FEDERAL PROGRAMS, MODELS, STATE PROGRAMS, STATISTICAL DATA, SYSTEMS ANALYSIS, VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS), CONTRACT OEC-5-99-170

STATE- AND FEDERAL-LEVEL DESIGN SPECIFICATIONS WERE DEVELOPED FOR A SYSTEM CAPABLE OF COLLECTING AND REDUCING NATIONWIDE STATISTICAL DATA ON VOCATIONAL EDUCATION. THESE SPECIFICATIONS WERE EXPECTED TO PROVIDE THE BASIS FOR THE ADOPTION BY ALL STATES OF AN INFORMATION REPORTING SYSTEM THAT WOULD MEET BOTH PRESENT AND FUTURE FEDERAL REPORTING REQUIREMENTS. THE PROPOSED SYSTEM WOULD BRIDGE THE GAP BETWEEN EDUCATIONAL ACCOUNTING AND COMPREHENSIVE NATIONWIDE QUANTITATIVE AND QUALITATIVE ANALYSIS OF VOCATIONAL EDUCATION PROGRAMS. DURING THE COURSE OF DESIGNING THE SYSTEM, NUMEROUS CONFERENCES WERE HELD WITH FED-

ERAL AND STATE VOCATIONAL EDUCATION PERSONNEL TO DEFINE THE BASIC DATA NEEDED TO MEET IMMEDIATE REPORTING REQUIREMENTS. IN ADDITION, A TOUR OF SEVEN STATES WAS MADE TO SURVEY EXISTING VOCATIONAL EDUCATION REPORT SYSTEMS AND PROCEDURES, PROCESSING TECHNIQUES, AND PROBLEMS RELATED TO DATA COLLECTION AND RETRIEVAL AFTER THE BASIC DATA WAS DEFINED, A PROTOTYPE SYSTEM WAS DESIGNED FOR THE STATE OF CALIFORNIA AND DEMONSTRATED IN A FIELD TEST. ALTHOUGH ONLY A LIMITED NUMBER OF COMPUTER PROGRAMS WERE WRITTEN FOR THE DEMONSTRATION, THE RESULTS WERE DETAILED ENOUGH TO REFINED THE PROTOTYPE DESIGN FOR APPLICATION TO A UNIVERSAL SYSTEM. A PRELIMINARY STUDENT REPORT FORM WAS DEVELOPED DURING THE EARLY STAGES OF THE DESIGN PROGRAM BUT, DUE TO COMPLEXITIES OF GATHERING STUDENT DATA FROM MANY STATES, STAFF ACTIVITY DATA WAS USED INSTEAD AS THE DATA BASE FOR THE DESIGN AND DEMONSTRATION PHASES. THE PRELIMINARY STUDENT RECORD CARD AND ACCOMPANYING INSTRUCTIONS ARE INCLUDED IN THE REPORT. RECOMMENDATIONS WERE DELINEATED FOR FURTHER DEVELOPMENTAL EFFORT. DETAILED SYSTEM DESIGN SPECIFICATIONS WERE PRESENTED IN THE FEDERAL AND STATE OPERATING MANUALS-AA 000 156, AA 000 157, AND AA 000 158. (JH)

ED 012 796 95 AA 000 156

ZWICKEL, I. AND OTHERS
VOCATIONAL EDUCATION INFORMATION SYSTEM. FEDERAL OPERATING MANUAL. FEDERAL ELECTRIC CORP., PARAMUS, N.J.

PUB DATE 01 SEP 66

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *DATA PROCESSING, *INFORMATION SYSTEMS, *MANUALS, *SYSTEMS ANALYSIS, *VOCATIONAL EDUCATION, *COMPUTER PROGRAMS, *FEDERAL PROGRAMS, *OPERATIONS RESEARCH, *PROGRAM GUIDES, *STATISTICAL DATA, *SYSTEMS DEVELOPMENT, *VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS), CONTRACT OEC-5-99-170

THE DESIGN SPECIFICATIONS NECESSARY TO DEVELOP A FEDERAL-LEVEL, VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS), WERE PRESENTED IN THIS MANUAL. BASIC DESIGN ELEMENTS WERE DETERMINED BY STUDYING THE FEDERAL VOCATIONAL EDUCATION REPORTING REQUIREMENTS FOR EACH STATE AND BY EVALUATING A NUMBER OF IMMEDIATE REPORTING REQUIREMENTS WITHIN THE FEDERAL GOVERNMENT. IT WAS FOUND THAT THESE LATTER REQUIREMENTS, INCLUDING REPORTS TO CONGRESS AND OTHER FEDERAL AGENCIES, WERE FREQUENTLY CHANGING. THIS FACTOR MADE IT HIGHLY IMPRACTICAL TO DEVELOP DETAILED SYSTEM SPECIFICATIONS AT THE TIME, AS COMPUTER PROGRAMS WOULD HAVE TO BE DEVELOPED ON AN "AS REQUIRED" BASIS. IT WAS DECIDED TO PRESENT ONLY THE INPUT PARAMETERS OF THE SYSTEM, AS THESE WERE BASED ON REQUIREMENTS FINALIZED BY THE U.S. OFFICE OF EDUCATION. COMPUTER PROGRAMS WOULD BE DEVELOPED TO HANDLE OUTPUT DATA WHEN REQUIREMENTS ARE DEFINED BY THE VARIOUS SUBSCRIBERS TO THE SYSTEM. THE CON-

TENTS OF THE MANUAL PROVIDE THE FOLLOWING INFORMATION-(1) A DESCRIPTION OF THE IMMEDIATE OBJECTIVES OF THE SYSTEM, (2) A PRESENTATION OF CRITERIA AND PARAMETERS FOR DEVELOPING A FEDERAL-LEVEL SYSTEM, SUPPORTED BY MAGNETIC TAPE FORMATS AND FEDERAL CODES USED BY THE STATE VOCATIONAL EDUCATION INFORMATION SYSTEM, AND (3) A GLOSSARY OF TERMS COMMONLY USED WITH THE SYSTEM. THE MANUAL IS AN APPENDIX TO THE VEIS FINAL REPORT (AA 000 156) AND SUPPLEMENTS THE 2-PART, VEIS STATE OPERATING MANUAL (AA 000 157, AA 000 158). (JH)

ED 012 797 95 AA 000 157

ZWICKEL, I. AND OTHERS
VOCATIONAL EDUCATION INFORMATION SYSTEM. STATE OPERATING MANUAL, VOLUME 1.

FEDERAL ELECTRIC CORP., PARAMUS, N.J.

PUB DATE 01 SEP 66

EDRS PRICE MF-\$0.75 HC-\$7.68 190P.

DESCRIPTORS *DATA PROCESSING, *INFORMATION SYSTEMS, *MANUALS, *SYSTEMS DEVELOPMENT, *VOCATIONAL EDUCATION, *COMPUTER PROGRAMS, *OPERATIONS RESEARCH, *PROGRAM GUIDES, *STATE PROGRAMS, *STATISTICAL DATA, *SYSTEMS ANALYSIS, *VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS), CONTRACT OEC-5-99-170

THE DESIGN SPECIFICATIONS NECESSARY TO DEVELOP A NATIONWIDE STATE-LEVEL, VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS) WERE PRESENTED IN THIS MANUAL. THESE SPECIFICATIONS WERE PREPARED TO CONFORM TO A UNIVERSAL STYLE FOR ALL STATES AND U.S. TERRITORIES TO USE IN FULFILLING THEIR FEDERAL VOCATIONAL EDUCATION REPORTING REQUIREMENTS. THE OUTPUT FORMATS OF THE SYSTEM, HOWEVER, WERE STANDARDIZED IN THE INTEREST OF ESTABLISHING UNIFORMITY IN STATE-LEVEL REPORTING. THE SYSTEM DESIGN INCLUDED A BUILT-IN CAPABILITY FOR EXPANSION AND USED STAFF ACTIVITY AS THE DATA BASE. THE CONTENTS OF THE MANUAL PROVIDE THE FOLLOWING INFORMATION-(1) AN OVERALL DESCRIPTION OF THE SYSTEM AND THE SYSTEM OBJECTIVES, (2) THE DETAILED DESIGN SPECIFICATIONS OF THE SYSTEM WITH SUPPORTING FLOW CHARTS AND INPUT-OUTPUT DIAGRAMS, (3) THE FORMS AND ASSOCIATED INSTRUCTIONS FOR COLLECTING BASIC DATA FOR THE SYSTEM, AND (4) A GLOSSARY OF TERMS FOR USE WITH THE SYSTEM. THIS MANUAL IS AN APPENDIX TO THE VEIS FINAL REPORT, AA 000 156. OTHER RELATED REPORTS ARE AA 000 156 AND AA 000 158. (JH)

ED 012 798 95 AA 000 158

VOCATIONAL EDUCATION INFORMATION SYSTEM. STATE OPERATING MANUAL, VOLUME 2.

FEDERAL ELECTRIC CORP., PARAMUS, N.J.

PUB DATE 01 SEP 66

EDRS PRICE MF-\$1.00 HC-\$10.32 256P.

DESCRIPTORS *DATA PROCESSING, *DEMONSTRATION PROJECTS, *INFORMATION SYSTEMS, *MANUALS, *SYSTEMS DEVELOPMENT, *VOCATIONAL EDUCATION, *COMPUTER PROGRAMS, *DATA COLLECTION, *DESIGN, *MODELS, *NATIONAL PROGRAMS, *OPERATIONS RESEARCH,

PILOT PROJECTS, *PROGRAM GUIDES, *PROGRAM PLANNING, *SYSTEMS ANALYSIS, *VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS), CONTRACT OEC-5-99-170

THIS DOCUMENT SUPPLEMENTS REPORT AA 000 157, A STATE-LEVEL OPERATING MANUAL FOR THE NATIONWIDE VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS). IT CONTAINS ALL DOCUMENTATION GENERATED FOR A PILOT DEMONSTRATION OF VEIS IN CALIFORNIA, INCLUDING DATA COLLECTIONS FORMS AND INSTRUCTIONS, FUNCTIONAL AND TECHNICAL FLOW CHARTS, COMPUTER PROGRAMS, AND SAMPLE PRINT-OUTS. THE DOCUMENTATION IS INTENDED FOR USE AS A PLANNING TOOL FOR THOSE STATES THAT PLAN TO INITIATE A VEIS DEVELOPMENT PROGRAM. RELATED ARE THE VEIS FINAL REPORT (AA 000 155) AND OPERATING MANUALS AA 000 156 AND AA 000 157. (JH)

ED 012 799 48 AA 000 159

WOLFF, HANS AREMU, J.O.
SECOND-YEAR YORUBA BOUND WITH SECOND-YEAR YORUBA INFORMANTS' MANUAL.

MICHIGAN ST. UNIV., EAST LANSING, AFR. STUDIES CTR.

REPORT NUMBER NDEA-VI-376

PUB DATE 64

EDRS PRICE MF-\$1.00 HC-\$8.60 213P.

DESCRIPTORS *GRAMMAR, *LANGUAGE INSTRUCTION, *MANUALS, *YORUBA, CONTRACT OEC-SAE-8949

AN INTERMEDIATE LEVEL TEXT WAS COMPILED FOR 2D-YEAR YORUBA STUDENTS. THE MATERIALS WERE DESIGNED TO IMPROVE THE STUDENT'S CONVERSATIONAL FACILITY. THE PRESENT WORK PRESENTS SEQUENCES AND CONSTRUCTIONS WHICH ARE CHARACTERISTIC OF YORUBA CONVERSATIONAL STYLE AND OF EXTENDED DISCOURSE SUCH AS IS FOUND IN STORIES, FOLKTALES, AND DESCRIPTIVE ACCOUNTS. THE COURSE CONSISTS OF FIVE UNITS OF FIVE LESSONS EACH. THE FIRST OF THESE UNITS IS DEVOTED PRIMARILY TO A REVIEW AND INTENSIVE DRILLS OF MATERIALS INTRODUCED AT THE END OF THE INTRODUCTORY TEXT. UNITS TWO THROUGH FOUR CONTAIN TEXTS OF INCREASING LENGTH, PARTLY CONVERSATIONS, PARTLY FOLKTALES, AND ESSAYS. UNIT FIVE IS AN INTRODUCTION TO READING AND WRITING IN YORUBA. SOME OF THE MATERIALS TO BE USED IN THIS 2D-YEAR COURSE HAVE BEEN ASSEMBLED IN A SEPARATE INFORMANT'S MANUAL. THIS VOLUME CONTAINS FOUR UNITS OF FIVE LESSONS EACH. EACH OF THESE LESSONS IS COORDINATED WITH THE CORRESPONDING LESSON IN THE GENERAL MANUAL AND CONTAINS MATERIALS DESIGNED TO INCREASE THE STUDENT'S FACILITY IN UNDERSTANDING AND SPEAKING. MATERIALS IN THE INFORMANT'S MANUAL ARE NOT INTENDED TO BE SEEN BY THE STUDENT, BUT ARE PLANNED TO BE PRESENTED TO THEM, ENTIRELY ORALLY, BY A YORUBA SPEAKING INFORMANT. (TC)

ED 012 800 24 AA 000 160

KNAPP, ROBERT H.

A STUDY OF MATHEMATICAL ABILITY INVOLVING DIGIT RELATIONSHIPS. FINAL REPORT.

WESLEYAN UNIV., MIDDLETOWN, CONN.

REPORT NUMBER BR-5-8057

PUB DATE APR 67

EDRS PRICE MF-40.25 HC-\$1.88 45P.

DESCRIPTORS *ASSOCIATION, *NUMBERS, *PERSONALITY ASSESSMENT, *STUDENT ATTITUDES, CHILD PSYCHOLOGY.

CONTRACT OEC-5-10-416

ATTITUDES OF STUDENTS TOWARD ARABIC NUMERALS AND THEIR ASSOCIATIONS WITH THE NUMBERS FROM 1 TO 9 WERE INVESTIGATED IN A SERIES OF FIVE STUDIES ON (1) NONQUANTITATIVE ASSOCIATIONS TO NUMERALS AS A FUNCTION OF AGE, ABILITY LEVEL, AND SEX AMONG AMERICAN CHILDREN, (2) COLOR ASSOCIATIONS WITH NUMERALS AMONG MALE COLLEGE STUDENTS, (3) PERSONALITY ATTRIBUTES AND PERFORMANCE ON NUMERICAL ATTITUDE AND PERFORMANCE SCALES, (4) ASSOCIATIONS TO NUMERALS IN ITALIAN, DANISH, AND AMERICAN SAMPLES, (5) SEX DIFFERENCES IN QUESTIONNAIRE RESPONSES TO ITEMS DEALING WITH NUMERALS AND QUANTIFICATION AMONG HIGH SCHOOL STUDENTS. AN ANALYSIS OF THE RESULTS AND CONCLUSIONS WERE PRESENTED FOR EACH OF THE STUDIES. ALTHOUGH THE RESULTS OF THE FIRST STUDY FAILED TO DEMONSTRATE A MEANINGFUL RELATIONSHIP BETWEEN ASSOCIATIONS WITH NUMERALS AND ARITHMETIC ATTAINMENTS, THE AUTHOR CONCLUDED THAT THE RESULTS OF THIS INVESTIGATION PROVED A WIDESPREAD CONSENSUS IN THE INTERPRETATION OF NUMERALS AND THE FACT THAT VARIATIONS WITHIN THIS CONSENSUS MAY BE RELATED TO SIGNIFICANT PERSONALITY DIMENSIONS. THE AUTHOR SUGGESTS THAT THE STUDY RESULTS OFFER THE POSSIBILITY FOR DEVELOPING A PERSONALITY TEST OF SOME VALUE. (AL)

ED 012 801 48 AA 000 161

STUART, DON G. MULDER, J.W.

A PRELIMINARY RECONNAISSANCE OF THE LANGUAGES OF ASIA.

REPORT NUMBER NDEA-VI-64

PUB DATE 27 JUN 61

EDRS PRICE MF-\$1.00 HC-\$9.40 233P.

DESCRIPTORS *AUSTRALASIAN LANGUAGES, *BIBLIOGRAPHIES, *BURUSHASKI, *LANGUAGE LEARNING, *LANGUAGES, *LINGUISTICS, *URALIC ALTAIC LANGUAGES, CONTRACT OEC-SAE-9024

THE PRESENT PRELIMINARY RECONNAISSANCE OF THE LANGUAGE OF ASIA WAS INTENDED TO PROVIDE A GENERAL BASIC REFERENCE WORK FOR THE GUIDANCE AND ORIENTATION OF GOVERNMENT OFFICIALS, EDUCATORS, AND OTHERS CHARGED WITH THE RESPONSIBILITY OF DEVELOPING RESEARCH AND EDUCATION IN THE FIELD OF THE SO-CALLED NEGLECTED LANGUAGES. EXCLUDED FROM THIS WORK WERE THE INDO-EUROPEAN LANGUAGES, DRAVIDIAN LANGUAGES, THE SEMITIC LANGUAGES, AND THE CAUCASIAN LANGUAGES. INCLUDED IN THIS WORK WERE BURUSHASKI, THE URALIC LANGUAGES (NOTABLY HUNGARIAN AND FINNISH), AND THE AUSTRONESIAN LANGUAGES INCLUDING THE MALAGASY GROUP ON MADAGASCAR OFF THE COAST OF AFRICA. THE WORK HAS BEEN BASED PRIMARILY UPON PUBLISHED LITERATURE. SOME ANALYSIS AND DISCUSSION IS INCLUDED, BUT BIBLIOGRAPHIC CITATIONS ARE NOT GENERALLY ANNOTATED. (TC)

ED 012 802 24 AA 000 162

HART, JOHN A. HAYES, ANN L.

MODEL FOR AN ADVANCED PLACEMENT ENGLISH COURSE.

CARNEGIE INST. OF TECH., PITTSBURGH, PA.

REPORT NUMBER BR-6-8210-1

PUB DATE JAN 67

EDRS PRICE MF-\$1.00 HC-\$8.28 205P.

DESCRIPTORS *ACCELERATED COURSES, *COMPOSITION SKILLS (LITERARY), *DISCUSSION PROGRAMS, *ENGLISH INSTRUCTION, *TEACHING TECHNIQUES, CRITICAL READING, DISCUSSION (TEACHING TECHNIQUE), ENRICHMENT PROGRAMS.

THE DESIGN OF THIS COURSE WAS BASED ON THE BELIEF THAT GOOD DISCUSSION IS A WAY TO INCREASE UNDERSTANDING. ALTHOUGH THE COURSE IS PRESENTED IN DETAILED FORM, LIKE A SYLLABUS, IT WAS NOT INTENDED BY THE AUTHORS TO BE RIGIDLY FOLLOWED LIKE A SCHEDULE BUT, INSTEAD, TO BE USED AS A FRAMEWORK TO HELP THE TEACHER IN THE DEVELOPMENT OF A DISCUSSION COURSE. THE PLAN CALLS FOR 2 DAYS A WEEK TO BE DEVOTED TO DISCUSSION OF WRITING, TO IN-CLASS WRITING ASSIGNMENTS, AND TO CRITICISM OF STUDENTS' WRITING BY THE TEACHER AND THE CLASS. PLANS FOR HOMEWORK WRITING ASSIGNMENTS ARE INCLUDED. THE DISCUSSION SESSIONS PLANNED FOR THE OTHER 3 DAYS A WEEK ARE CENTERED AROUND READINGS ORGANIZED BY GENRE, OR THE KIND OF WRITING OF THE SELECTION. THE READINGS CONSIST OF SELECTIONS FROM NARRATION, POETRY, SATIRE, AND FICTION. (AL)

ED 012 803 24 AA 000 163

TRAVERS, ROBERT M.W. AND OTHERS
REINFORCEMENT IN CLASSROOM LEARNING. PART II, STUDIES OF REINFORCEMENT IN SIMULATED CLASSROOM SITUATIONS. PART III, IDENTIFICATION OF REINFORCERS OF HUMAN BEHAVIOR.

UTAH UNIV., SALT LAKE CITY, BUREAU OF EDUC. RES.

REPORT NUMBER CRP-1196-PTS-2-3

PUB DATE SEP 64

EDRS PRICE MF-\$1.50 HC-\$15.80 393P.

DESCRIPTORS *LEARNING MOTIVATION, *LEARNING PROCESSES, *MODELS, *REINFORCEMENT, *STIMULUS BEHAVIOR, ATTENTION, CREATIVE DEVELOPMENT, FEEDBACK, INTERACTION, OBSERVATION, PAIRED ASSOCIATE LEARNING, REWARDS, ROTE LEARNING, STIMULUS DEVICES.

CONTRACT OEC-2-10-010

REINFORCEMENT CONCEPTS DERIVED LARGELY FROM RESEARCH OF SUBHUMAN SUBJECTS WERE TESTED FOR APPLICABILITY TO HUMAN-LEARNING SITUATIONS SIMILAR TO THOSE THAT OCCUR IN SCHOOLS. A SERIES OF EXPLORATORY STUDIES CONDUCTED IS DESCRIBED IN PART II OF THIS REPORT. IN PART III, TWO EXPERIMENTS CONDUCTED TO DETERMINE THE REINFORCING VALUE OF DIFFERENT STIMULI ARE REPORTED. ELEMENTARY SCHOOL CHILDREN WERE THE SUBJECTS OF ALL OF THESE STUDIES AND EXPERIMENTS. THE EXPERIMENTS REPORTED IN PART II DEALT WITH THE FOLLOWING SUBJECTS: (1) A COMPARISON OF LEARNING UNDER DIRECT REINFORCEMENT WITH LEARNING UNDER VICARIOUS REINFORCEMENT, (2) LEARNING AS A CONSEQUENCE OF THE LEARNER'S TASK INVOLVEMENT

UNDER DIFFERENT CONDITIONS OF FEEDBACK, (3) THE RELATIONSHIP OF LEARNING TO ATTENTION IN A SIMULATED CLASSROOM SITUATION, (4) THE EFFECTIVENESS OF PUPILS AS REINFORCING AGENTS, (5) THE EFFECT OF PUPIL-PUPIL REINFORCEMENT IN MISMATCHED PAIRS, AND (6) THE ABILITY OF PUPILS TO USE POSITIVE AND NEGATIVE INFORMATION DERIVED FROM OBSERVING THE BEHAVIOR OF OTHER PUPILS. THE TWO EXPERIMENTS REPORTED IN PART III WERE (1) THE EFFECTS OF DIFFERENT REINFORCERS, A COMPARISON ACROSS AGE LEVELS, AND (2) A COMPARISON OF THE REINFORCING EFFECT OF DIFFERENT STIMULI IN A PAIRED-ASSOCIATE LEARNING TASK. RESULTS OF ONE EXPERIMENT SHOWED THAT ALTHOUGH AN ELECTRIC SHOCK REINFORCEMENT FOR INCORRECT RESPONSES CAUSED RATS TO LEARN SIGNIFICANTLY FASTER, CHILDREN DID NOT. FROM THE STUDIES, THE AUTHOR CONCLUDED THAT (1) CHILDREN APPEAR TO BE MUCH MORE CAPABLE OF LEARNING FROM THEIR ERRORS THAN SOME PSYCHOLOGISTS HAVE SUPPOSED THEM TO BE, AND (2) REINFORCING EVENTS SHOULD SUPPLY INFORMATION IN THE CLEAREST, MOST UNAMBIGUOUS FORM. A RELATED REPORT IS ED 003 055. (AL)

ED 012 804 24 AA 000 164

BEITTEL, KENNETH R.

SELECTED PSYCHOLOGICAL CONCEPTS AS APPLIED TO THE TEACHING OF DRAWING. PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER BR-5-1361

PUB DATE DEC 66

EDRS PRICE MF-\$1.00 HC-\$8.28 203P.

DESCRIPTORS *ART EXPRESSION, *CREATIVE THINKING, *FEEDBACK, *LEARNING THEORIES, *PSYCHOLOGICAL PATTERNS, *THOUGHT PROCESSES, PSYCHOLOGICAL CHARACTERISTICS, CONTRACT OEC-6-10-150

TWO CLOSELY RELATED ART LEARNING EXPERIMENTS WERE CONDUCTED IN A SETTING WHERE COLLEGE UNDERGRADUATES, TRAINED AND UNTRAINED IN ART, MADE SEQUENTIAL DRAWINGS OVER A 6- AND 7-WEEK PERIOD UNDER RELATIVELY CONSTANT CONDITIONS, EXCEPT FOR THE INTRODUCTION OF CONTROLLED TREATMENT INFLUENCES. THE SECOND EXPERIMENT WAS BUILT, IN PART, ON THE OUTCOMES OF THE FIRST. SUBJECTS WORKED IN A LABORATORY STUDIO. THEY WORKED ONE AT A TIME, FOR HOURLY PERIODS UNDER STIPULATED CONDITIONS. AN ASSEMBLY-LIKE, MANY-SIDED STILL-LIFE WAS USED AS A DRAWING STIMULUS. WHEN THE STILL-LIFE WAS NOT USED, THE SUBJECT WAS SURROUNDED BY WHITE WALLS, FREE OF DECORATION. IN EACH EXPERIMENT TIME-LAPSE PHOTOGRAPHS OF DRAWING PROCESSES WERE USED AS FEEDBACK TO THE LEARNER. IN THESE EXPERIMENTS, TWO ART STRATEGIES, OR THOUGHT PROCESSES USED IN DECISION-MAKING, WERE STUDIED AS A BASIS FOR THE SELECTION OF TERMS FROM PSYCHOLOGICAL LEARNING THEORY TO BE USED ON A HIGH LEVEL OF ABSTRACTION FOR THEORY BUILDING ON LEARNING IN ART. THE TWO STRATEGIES USED WERE TERMED "SPONTANEOUS" AND "DIVERGENT." RESULTS OF THE STUDY PERMITTED IDENTIFICATION OF SIX FACTORS, THREE IN EACH STRATEGY WITH SEEMINGLY ACCEPTABLE LOGIC. THESE FAC-

TORS, "PROCESS DIALOGUE," "SPATIAL CONTINUITY" AND "BIG CENTRAL ATTACK" FOR THE SPONTANEOUS STRATEGY AND "CONTROLLED DETAIL," "ELABORATION AND PATTERN," AND "SEGMENTED FORM AND SPACE" FOR THE DIVERGENT, WERE HIGHLY INTERCORRELATED, AND THE AUTHOR CONCLUDED THE STRATEGIES SHOULD NOT BE REGARDED AS BIPOLAR. FINDINGS IN RELATION TO THE CHARACTERISTICS AND PERFORMANCES OF THE STUDENTS ARE ALSO INCLUDED IN THE REPORT ALONG WITH A DISCUSSION OF IMPLICATIONS AND RECOMMENDATIONS. (AL)

ED 012 805 95 AA 000 165
TOMICH, VERA

HIGHER EDUCATION AND TEACHER TRAINING IN YUGOSLAVIA.
PUB DATE 28 NOV 66
EDRS PRICE MF-\$1.25 HC-\$12.56 312P.

DESCRIPTORS *EDUCATIONAL PHILOSOPHY, *ELEMENTARY EDUCATION, *HIGHER EDUCATION, *SCHOOL ORGANIZATION, *SECONDARY EDUCATION, *TEACHER EDUCATION, YUGOSLAVIA, CONTRACT OEC-5-99-062

THE ROLE OF EDUCATION IN YUGOSLAVIA. THE ORGANIZATION OF THE EDUCATIONAL SYSTEM, THE OPERATING POLICIES, AND THE CHANGES AND NEW DEVELOPMENTS IN THE SCHOOLS THAT HAVE OCCURRED SINCE THE SECOND WORLD WAR ARE DESCRIBED IN DETAIL. THE DESCRIPTION IS PRESENTED UNDER THE FOLLOWING HEADINGS--(1) THE YUGOSLAV STATE AND THE EDUCATIONAL SYSTEM, INCLUDING A DESCRIPTION OF THE STRUCTURE OF THE SCHOOL SYSTEM, (2) HISTORICAL DEVELOPMENT OF HIGHER EDUCATION, (3) QUANTITATIVE DEVELOPMENT OF HIGHER EDUCATION, (4) REFORM P K N K E A P N, (5) PRNAN A ON PF HIGHER EDUCATION, (6) PROGRAM OF STUDIES AND CURRICULUMS, (7) STUDENTS, (8) TEACHING STAFF, (9) ADMINISTRATION, (10) CHARACTERISTICS OF THE SYSTEM AND PROPOSALS FOR THE FUTURE, (11) TEACHER TRAINING OF PRESCHOOL, ELEMENTARY, AND SECONDARY TEACHERS, AND (12) CONCLUDING REMARKS ON TEACHER TRAINING. THE AUTHOR CONCLUDES THAT TEACHER TRAINING IS ONE OF THE MAJOR PROBLEMS IN THE DEVELOPMENT OF EDUCATION IN YUGOSLAVIA. THE SITUATION IS DESCRIBED AS A NEED FOR BOTH MORE AND BETTER QUALIFIED TEACHERS. THE TEACHER SHORTAGE WAS CREATED BY THE REORGANIZATION AND EXPANSION OF EDUCATION THAT RESULTED FROM REFORM OF THE SCHOOLS. (AL)

ED 012 806 48 AA 000 166
KACHRU, YAMUNA

AN INTRODUCTION TO HINDI SYNTAX.
ILLINOIS UNIV, URBANA
REPORT NUMBER BR-5-1296
PUB DATE DEC 66

EDRS PRICE MF-\$1.00 HC-\$9.34 244P.

DESCRIPTORS *HINDI, *LANGUAGE INSTRUCTION, *LINGUISTICS, *SYNTAX, *TRANSFORMATION THEORY (LANGUAGE), SENTENCE STRUCTURE, CONTRACT OEC-5-14-060

AN INTRODUCTION TO HINDI SYNTAX IS PRESENTED FOR TEACHING THE SENTENCE STRUCTURE OF HINDI TO NON-HINDI SPEAKING LEARNERS OF THE LANGUAGE. THE ANALYSIS OF THE ELEMENTS OF THE HINDI SENTENCE AND OF SENTENCE TYPES WAS MADE BY USE OF

TRANSFORMATIONAL GRAMMATICAL THEORY. THE MANUAL IS INTENDED FOR THE USE OF TEACHERS AND STUDENTS WHO ARE ACQUAINTED WITH BASIC LITERATURE ON CONTEMPORARY LINGUISTICS. IT MAY BE USEFUL FOR STUDENTS IN A CLASSROOM SITUATION OR FOR INTERMEDIATE OR ADVANCED STUDENTS AS A REFERENCE GUIDE FOR USE WITHOUT THE AID OF A TEACHER. IN ADDITION TO A GLOSSARY, A BIBLIOGRAPHY IS INCLUDED THAT IS DIVIDED INTO TWO SECTIONS--(1) STUDIES ON GENERAL LINGUISTICS AND SYNTAX OF ENGLISH AND (2) STUDIES ON SYNTAX AND LEXIS OF HINDI. (AL)

ED 012 807 88 AA 000 167
SPECIAL ACTIVITIES SUPPLEMENTAL TO

AND RELATED TO THE ART PROGRAM AT DEEP RIVER OUTDOOR EDUCATION CENTER.

GARY CITY PUBLIC SCHOOL SYSTEM, IND.
PUB DATE 05 MAY 67

EDRS PRICE MF-\$0.50 HC-\$4.84 119P.

DESCRIPTORS *ART ACTIVITIES, *ELEMENTARY EDUCATION, *FIELD TRIPS, *GRADES, *LANGUAGE ARTS, *MATHEMATICS INSTRUCTION, *NATURAL SCIENCES, *SUPPLEMENTARY EDUCATION, PHYSICAL EDUCATION, SOCIAL STUDIES, A CURRICULUM GUIDE DEALING WITH VARIOUS SUBJECT AREAS WAS PREPARED FOR POSSIBLE STUDY ACTIVITIES THAT WOULD USE THE LEARNING RESOURCES AVAILABLE AT THE DEEP RIVER OUTDOOR EDUCATION CENTER IN GARY, INDIANA. ACTIVITIES GUIDES ARE PRESENTED FOR (1) ART ACTIVITIES RELATED TO DESIGN, COLOR, LANDSCAPE REPRESENTATION, PAPER CONSTRUCTION, DRAWING, PRINT MAKING, ENAMELING, AND LAPIDARY, (2) EARTH SCIENCE AND FIELD BIOLOGY FOR GRADES 7-12 DEALING WITH CONCEPTS OF SOILS, WATER, PLANTS, MINERALS, AND WEATHER, (3) FIFTH- AND SIXTH-GRADE SUBJECTS SUCH AS MATHEMATICS, ART, LANGUAGE ARTS, SOCIAL STUDIES, MUSIC, HEALTH, SAFETY AND NUTRITION, PHYSICAL EDUCATION, AND SCIENCE, (4) LANGUAGE ARTS ACTIVITIES AIMED AT AWAKENING INTEREST IN THE PHYSICAL SETTING OF THE OUTDOOR CENTER, STORY TELLING, DRAMATICS, AND POETRY, (5) SOCIAL STUDIES BASED ON A HOMESTEAD AND THE RIVER, AND (6) CORRELATIONS OF ART AND SCIENCE. GENERAL RECREATIONAL ACTIVITIES AND GAMES ARE PRESENTED AND ACTIVITY PROGRAMS ARE PRESENTED FOR EACH OF THE FOUR SEASONS. (AL)

ED 012 808 48 AA 000 168
ZIDE, N.H. AND OTHERS

APREMCHAND READER.
CHICAGO UNIV, ILL., SOUTH ASIA LANG. AND AREA CTR
REPORT NUMBER NDEA-VI-220
PUB DATE MAY 62

EDRS PRICE MF-\$1.25 HC-\$12.48 310P.

DESCRIPTORS *CULTURAL EDUCATION, *HINDI, *READING MATERIALS, *SHORT STORIES, PREMCHAND,

SHORT STORIES IN HINDI BY THE WRITER PREMCHAND HAVE BEEN COLLECTED INTO A VOLUME OF READINGS SUITABLE FOR 2D-YEAR STUDENT USE. THESE STORIES HAVE BEEN ARRANGED ROUGHLY IN THE ORDER OF THE DIFFICULTY OF THE UNFAMILIAR VOCABULARY CONTAINED IN THE STORIES. THE LAST STORY WAS INCLUDED IN SPITE OF THE

FACT THAT IT CONTAINS A GREAT DEAL OF UNFAMILIAR AND SPECIALIZED URDU VOCABULARY. THE GLOSSARY INCLUDES ALL VOCABULARY CONSIDERED NONELEMENTARY. THESE NINE STORIES ARE IN NO SENSE REPRESENTATIVE OF PREMCHAND'S OUTPUT. THEY WERE SELECTED ON THE BASIS OF SEVERAL CONFLICTING CRITERIA--(1) THEIR LITERARY QUALITY AS JUDGED BY THE EDITORS AND BY SOME INDIAN CRITICS, (2) THEIR DEPICTION OF A VARIETY OF ASPECTS OF INDIAN LIFE, (3) TO A SMALLER DEGREE, THEIR VARIETY OF STYLE AND ATTITUDES ON THE PART OF THE NARRATOR, AND (4) THE ABSENCE OF ANY GREAT DIFFICULTY IN STYLE OR CONTENT FOR THE 2D-YEAR STUDENT. (TC)

ED 012 809 24 AA 000 169

ROBINSON, H.B. PETTIT, MAURICE L.

A STUDY OF METHODS DESIGNED TO IMPROVE THE RELATIONSHIP BETWEEN PARENTS' ATTITUDES AND THE UNDERACHIEVEMENT OF THEIR ELEMENTARY SCHOOL CHILDREN.

CENTRAL WASHINGTON STATE COLL., ELENBURG

REPORT NUMBER BR-5-8154

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.44 59P.

DESCRIPTORS *INTERACTION, *PARENT ATTITUDES, *PARENT CHILD RELATIONSHIP, *PROGRAM EFFECTIVENESS, *UNDERACHIEVERS, ADJUSTMENT PROBLEMS, ELEMENTARY SCHOOL STUDENTS, GROUP DYNAMICS, GROUP GUIDANCE, IMPROVEMENT PROGRAMS, PARENT PARTICIPATION, PARENT WORKSHOPS,

THIS STUDY WAS DESIGNED TO TEST THE DIFFERENTIAL EFFECTIVENESS AND INTERACTION EFFECTS OF SEVERAL METHODS DESIGNED TO IMPROVE THE RELATIONSHIP BETWEEN PARENTS' ATTITUDES AND THE UNDERACHIEVEMENT OF THEIR ELEMENTARY SCHOOL CHILDREN. THE INVESTIGATION ALSO ATTEMPTED TO EXTEND AN EARLIER STUDY ON THE EFFECTS BROUGHT ABOUT IN CHILDREN BY EMPHASIZING PSYCHOLOGICAL CHANGES IN PARENTS. TWO GROUPS OF PROBABLE UNDERACHIEVING STUDENTS WHO WERE SOON TO BE FOURTH GRADERS WERE IDENTIFIED. THE MOTHERS OF THESE CHILDREN WERE THEN ASKED TO AN ORIENTATION MEETING, AND A SELF-ANALYSIS FORM WAS ADMINISTERED TO THOSE MOTHERS WHO RETURNED TO THE SECOND MEETING. THE SCORES WERE RANK-ORDERED AND THE MOTHERS ASSIGNED TO ONE OF THREE GROUPS ACCORDING TO ANXIETY LEVEL. AN INTERPERSONAL CHECK LIST WAS ALSO ADMINISTERED, WHERE THE MOTHERS SORTED ON SELF, SPOUSE, CHILD, AND SELF-IDEAL. AFTER 11 SESSIONS IN THREE EXPERIMENTAL GROUPS WHICH EITHER EMPHASIZED GROUP DYNAMICS, GROUP GUIDANCE, OR A COMBINATION OF BOTH, THE MOTHERS WERE RETESTED. THE CHILDREN WERE RETESTED ALSO TO DETERMINE IF BENEFITS ACCRUING TO THE MOTHERS FROM THEIR GROUP EXPERIENCES HAD BECOME MANIFEST IN THE CHILDREN. ALTHOUGH THERE WERE CHANGES IN ACADEMIC PERFORMANCE IN THE DIRECTION PREDICTED, THE STUDY COULD NOT DETERMINE THE DIFFERENTIAL EFFECTIVENESS OF THE GROUP METHODS USED TO INVOLVE THE MOTHERS. NEVERTHELESS, IT WAS CONCLUDED THAT THE MOTHERS' GROUP INVOLVEMENT WAS A BENEFICIAL EXPERIENCE AND THAT

FURTHER STUDIES SHOULD INCLUDE THE FATHERS OF UNDERACHIEVERS. (GD)

ED 012 810 48 AA 000 170
NAIM, C.M.

READINGS IN URDU-PROSE AND POETRY.
CHICAGO UNIV., ILL., SOUTH ASIA LANG.
AND AREA CTR

REPORT NUMBER NDEA-VI-362

PUB DATE 65

EDRS PRICE MF-\$1.50 HC-\$16.35 407P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *NOVELS, *POETRY, *SHORT STORIES, *TRANSLATION, *URDU.

A READER OF PROSE WRITINGS IN URDU WAS COMPILED FOR THE STUDENT WITH A BASIC KNOWLEDGE OF THE URDU LANGUAGE. THE TEXT CONSISTS OF FOUR SHORT STORIES, ONE LONG SHORT STORY, ONE HUMOROUS ESSAY, ONE EXTRACT FROM AN ESSAY OF LITERARY CRITICISM, ONE PUBLISHED RADIO TALK, TWO EDITORIALS FROM AN IMPORTANT PAKISTANI NEWSPAPER, AND 10 POEMS. ALL THE PROSE SELECTIONS INCLUDED HERE WERE WRITTEN AND PUBLISHED AFTER 1930. STORIES WERE SELECTED ON THE BASIS OF THEIR APPEAL TO MATURE MINDS, ESPECIALLY OF A NON-NATIVE AUDIENCE, AND FOR THEIR LITERARY VALUE IN URDU. THE REMAINING PROSE PIECES WERE CHOSEN TO REPRESENT OTHER STYLES AND THUS TO PROVIDE THE STUDENT WITH A MORE VARIED AND MORE USEFUL VOCABULARY. THE 10 POEMS WERE INCLUDED TO GIVE STUDENTS IN THE UNITED STATES SOME IDEA OF THE URDU GHAZAL POETRY. (TC)

ED 012 811 48 AA 000 171

DIMOCK, EDWARD, JR. AND OTHERS
INTRODUCTION TO BENGALI, PART I.
CHICAGO UNIV., ILL., SOUTH ASIA LANG.
AND AREA CTR

REPORT NUMBER NDEA-VI-153

PUB DATE 64

EDRS PRICE MF-\$1.50 HC-\$16.04 399P.

DESCRIPTORS *BENGALI, *LANGUAGE AIDS, *LANGUAGE INSTRUCTION, *PATTERN DRILLS (LANGUAGE), *SPEECH INSTRUCTION, GRAMMAR, PHONOLOGY, PHONOTAPE RECORDINGS.

THE MATERIALS FOR A BASIC COURSE IN SPOKEN BENGALI PRESENTED IN THIS BOOK WERE PREPARED BY REVISION OF AN EARLIER WORK DATED 1959. THE REVISION WAS BASED ON EXPERIENCE GAINED FROM 2 YEARS OF CLASSROOM WORK WITH THE INITIAL COURSE MATERIALS AND ON ADVICE AND COMMENTS RECEIVED FROM THOSE TO WHOM THE FIRST DRAFT WAS SENT FOR CRITICISM. THE AUTHORS OF THIS COURSE ACKNOWLEDGE THE BENEFITS THIS REVISION HAS GAINED FROM ANOTHER COURSE, "SPOKEN BENGALI," ALSO WRITTEN IN 1959, BY FERGUSON AND SATTERWAITE, BUT THEY POINT OUT THAT THE EMPHASIS OF THE OTHER COURSE IS DIFFERENT FROM THAT OF THE "INTRODUCTION TO BENGALI." FOR THIS COURSE, CONVERSATION AND DRILLS ARE ORIENTED MORE TOWARD CULTURAL CONCEPTS THAN TOWARD PRACTICAL SITUATIONS. THIS APPROACH AIMS AT A COMPROMISE BETWEEN PURELY STRUCTURAL AND PURELY CULTURAL ORIENTATION. TAPE RECORDINGS HAVE BEEN PREPARED OF THE MATERIALS IN THIS BOOK WITH THE EXCEPTION OF THE EXPLANATORY SECTIONS AND TRANSLATION DRILLS. THIS BOOK HAS BEEN

PLANNED TO BE USED IN CONJUNCTION WITH THOSE RECORDINGS. EARLY LESSONS PLACE MUCH STRESS ON INTONATION WHICH MUST BE HEARD TO BE UNDERSTOOD. PATTERN DRILLS OF ENGLISH TO BENGALI ARE GIVEN IN THE TEXT, BUT BENGALI TO ENGLISH DRILLS WERE LEFT TO THE CLASSROOM INSTRUCTOR TO PREPARE. SUCH DRILLS WERE INCLUDED, HOWEVER, ON THE TAPES. (AL)

ED 012 812 24 AA 000 172

LANGMAN, LAUREN

THE EFFECT OF SUBSISTENCE PATTERNS ON MOTIVES AND VALUES.

CHICAGO UNIV., ILL.

REPORT NUMBER BR-5-8367

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$1.16 27P.

DESCRIPTORS *CULTURAL DIFFERENCES, *CULTURAL FACTORS, *ECONOMIC FACTORS, *ECONOMIC STATUS, *MOTIVATION, *VALUES, SOCIAL MOBILITY, CONTRACT OEC-6-10-114

TO TEST THE THEORETICAL CONCEPT THAT THE ECONOMIC PRACTICES OF A GROUP WILL DETERMINE THE SOCIAL STRUCTURE, IDEOLOGY, CHILD-REARING PRACTICES AND DISTRIBUTIONS OF PERSONALITY CHARACTERISTICS OF THAT GROUP, A CROSS-CULTURAL STUDY WAS CONDUCTED. DIFFERING OCCUPATIONAL GROUPS WERE STUDIED-TRAPPERS, HORTICULTURISTS, AND PARTICIPANTS IN INDUSTRIAL SOCIETY WHO WERE CONSIDERED IN THE THREE SOCIAL CLASSES OF HIGH, MIDDLE, AND LOW. THE TRAPPERS SELECTED WERE CREW OF JAMES BAY, LIVING IN ONTARIO. THE HORTICULTURISTS SELECTED WERE THE MAYANS OF YUCATAN, AND THE INDUSTRIAL SOCIETY STUDIED WAS CHICAGO. THE SUBJECTS WERE RANDOMLY SELECTED AND INTERVIEWED. VALUES WERE MEASURED ON THE BASIS OF THE SUBJECTS' RESPONSES TO VERBALLY PRESENTED ITEMS, ADMINISTERED ORALLY TO THE TRADITIONAL GROUPS (TRAPPERS AND HORTICULTURISTS). NEED-FOR-ACHIEVEMENT WAS MEASURED BY SUBJECT'S RESPONSE TO SIX PICTORIAL STIMULI. NEED-FOR-AUTHORITY WAS MEASURED BY LIKERT SCALES. OF THE SEVERAL HYPOTHESES FORMED CONCERNING "VALUES," "MOTIVES," AND "SOCIALIZATION," SOME WERE CONFIRMED AND SOME WERE NOT. ANALYSIS OF THE REASONS WHY SOME PREDICTIONS WERE NOT CONFIRMED LED TO FURTHER ANALYSIS AND CONCLUSIONS THAT COULD BE OF VALUE IN FUTURE CROSS-CULTURAL STUDIES. THE AUTHOR CONCLUDED THE BASIC PREMISE OF THE STUDY WAS CONFIRMED BUT HE NOTED THAT MANY EFFECTS OF THE SUBSISTENCE ECONOMY ARE MEDIATED THROUGH THE SOCIAL STRUCTURE OR FAMILY SYSTEM AND THE CAUSAL RELATION TO THE ECONOMY IS NOT DIRECT. SOME VALUES WERE FOUND NOT TO BE RELATED TO ECONOMIC PRACTICES. (AL)

ED 012 813 48 AA 000 173

HOPE, HENRY W.

A SELECTIVE BIBLIOGRAPHY OF CONTEMPORARY BRAZILIAN AUTHORS.

WISCONSIN UNIV., MILWAUKEE

REPORT NUMBER BR-5-1258

PUB DATE SEP 66

EDRS PRICE MF-\$0.50 HC-\$2.44 59P.

DESCRIPTORS *BIBLIOGRAPHIES, *FICTION, *LITERATURE, *PORTUGUESE, *SYNTAX, ESSAYS, NOVELS, SHORT

STORIES, WRITING.

CONTRACT OEC-5-14-005

A BIBLIOGRAPHIC LISTING WAS COMPILED IN CONNECTION WITH A RESEARCH PROJECT ON THE SYNTAX OF CONTEMPORARY BRAZILIAN PORTUGUESE. THE DOCUMENT WAS NOT INTENDED TO BE AN EXHAUSTIVE INVENTORY OF CONTEMPORARY BRAZILIAN LITERATURE. SUBJECTS INCLUDED ARE FICTION AND NON-FICTION IN THE HUMANITIES AND SOCIAL SCIENCES. ANNOTATIONS ARE NOT INCLUDED. THE DATES OF THE MATERIALS RANGE FROM 1934 TO 1966. (TC)

ED 012 814 24 AA 000 174

ALDRICH, ANITA

COOPERATIVE DEVELOPMENT OF DESIGN FOR LONG-TERM RESEARCH PROJECT DIRECTED TOWARD THE IDENTIFICATION AND EVALUATION OF A CONCEPTUAL FRAMEWORK FOR THE CURRICULUM IN PHYSICAL EDUCATION, GRADES K-16.

AMERICAN ASSN. FOR HEALTH, P. E. AND RECREATION

REPORT NUMBER BR-6-8314

PUB DATE 09 MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *LEARNING EXPERIENCE, *PHYSICAL EDUCATION, *RESEARCH METHODOLOGY, *RESEARCH PROJECTS, CONTRACT OEC-2-6-068314-0743

A TENTATIVE DESIGN WAS DEVELOPED FOR A RESEARCH PROJECT TO BE DIRECTED TOWARD THE DEVELOPMENT OF A CONCEPTUAL FRAMEWORK FOR A FUNCTIONAL CURRICULUM IN PHYSICAL EDUCATION FOR GRADES K-16. THE RESEARCH PLAN WILL BE USED AS A BASE FOR FUTURE EFFORTS OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION TO GIVE NATIONAL LEADERSHIP IN THE IMPROVEMENT OF PHYSICAL EDUCATION CURRICULUMS AND PROGRAMS. THE RESEARCH EFFORT IS EXPECTED TO EXTEND OVER 5 TO 10 YEARS. SOME KEY ISSUES AND PROBLEMS FACING THE PHYSICAL EDUCATORS IN IMPROVING SCHOOL PROGRAMS ARE IDENTIFIED AND DISCUSSED IN THIS REPORT. (AL)

ED 012 815 56 AA 000 175

MCHALE, THOMAS J. STOLUROW, LAWRENCE M.

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, PHASE II. HOW CONSCIOUS IS TRANSFER OF A SPECIFIC RULE. TECHNICAL REPORT 6.

ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH

REPORT NUMBER NDEA-VIIA-C-1288-P2-TR-6

PUB DATE AUG 65

EDRS PRICE MF-\$0.50 HC-\$3.32 81P.

DESCRIPTORS *COGNITIVE PROCESSES, *LEARNING ACTIVITIES, *LEARNING PROCESSES, *PSYCHOEDUCATIONAL PROCESSES, *TRANSFER OF TRAINING, MODELS, RETENTION STUDIES, CONTRACT OEC-4-20-002

TO DETERMINE THE SPECIFIC MECHANISMS THROUGH WHICH TRANSFER OCCURS, THIS STUDY INVESTIGATED TRANSFER RESULTING FROM THE LEARNING OF A SPECIFIC RULE OR PROCESSING FORMULA. PREVIOUS RESEARCH WAS COMBINED INTO A TENTATIVE THEORY OF TRANSFER WHICH WAS TESTED AND ASSESSED BY FOCUSING ON BOTH TRIALS-TO-CRITERION AND VER-

BAL REPORTS AS MEASURES OF TRANSFER. THE THEORY INVESTIGATED WAS WHEN A RULE HAS BEEN LEARNED, IT EXISTS IN SOME FORM IN THE LEARNER'S MEMORY. THIS LEARNING WILL HAVE INFLUENCE ON LEARNING IN A NEW SITUATION ONLY IF A TRANSFER HYPOTHESIS AND A TRANSFER INTENTION ARE FORMED. TWO TASKS WERE PRESENTED. IN THE FIRST TASK, A RULE WAS LEARNED AS APPLIED TO ONE SET OF STIMULI. IN THE SECOND TASK, THE SAME RULE WAS PRESENTED ALONG WITH ALTERNATIVE RULES AS POTENTIAL SOLUTIONS TO THE TASK. FINDINGS BASED ON THE STATISTICAL ANALYSIS OF ERRORS MADE BY THE GROUP TAUGHT RULE 1 AND THE GROUP TAUGHT RULE 2 INDICATED THAT THE SECOND RULE WAS MORE DIFFICULT TO LEARN AND USE. IN ADDITION, ANALYSIS OF VARIANCE OF TWO TIME-MEASURES FOR THE TRAINING TASK SUPPORT THE CONCLUSION THAT RULE 2 WAS THE MORE DIFFICULT. WHEN TRIALS-TO-CRITERION ALONE WAS USED AS THE CRITERION OF TRANSFER, IT APPEARED THAT THERE WERE NO TRANSFER-WITHOUT-AWARENESS EFFECTS AND THAT TRANSFER OF A SPECIFIC RULE COULD BE EXPLAINED SOLELY IN TERMS OF POSITIVE TRANSFER HYPOTHESES AND TRANSFER INTENTIONS. USING TYPE-OF-SOLUTION AS A FURTHER CRITERION OF TRANSFER DID NOT CHANGE THIS GENERAL CONCLUSION. IT WAS CONCLUDED THAT MEASURES OF THE LEARNING PROCESS SEEMED TO BE THE MOST POWERFUL CRITERIA FOR DETECTING TRANSFER EFFECTS. (GD)

ED 012 816 56 AA 000 176
MATTSON, DALE E. STOLUROW, LAWRENCE M.

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, PHASE I. LEARNING HOW TO LEARN UNDER SEVERAL CUE CONDITIONS. TECHNICAL REPORT I.

ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH

REPORT NUMBER NDEA-VIIA-C-1001-P1-TR-1

PUB DATE AUG 63

EDRS PRICE MF-\$0.50 HC-\$4.00 100P.

DESCRIPTORS *PROBLEM SOLVING, *PROMPTING, *RESPONSE MODE, *TASK PERFORMANCE, *TRANSFER OF TRAINING, LEARNING PROCESSES, PSYCHOEDUCATIONAL PROCESSES, TESTS OF SIGNIFICANCE,

CONTRACT OEC-2-20-003

THE OBJECTIVES OF THIS STUDY WERE (1) TO IDENTIFY AND COMPARE THREE KINDS OF TRANSFER EFFECTS—AN EFFECT ASSOCIATED WITH CUE REPETITION, A LEARNING-TO-LEARN EFFECT, AND A WARM-UP EFFECT, AND (2) TO EVALUATE THE USEFULNESS OF CUE-RESPONSE CORRELATIONS IN EXPLAINING TRANSFER EFFECTS. THE STUDY WAS BASED ON THE DEFINITION OF TRANSFER EFFECTS AS CHANGES IN ABILITY TO DEAL WITH SITUATIONS NOT ENCOUNTERED DURING TRAINING. SUBJECTS WERE UNDERGRADUATE COLLEGE STUDENTS WHO WERE DIVIDED INTO SIX GROUPS. FOR HALF OF THE SAMPLE, THE TRAINING AND CRITERIA TASKS WERE SIMILAR. FOR THE OTHER HALF, THE TRAINING AND CRITERIA TASKS WERE QUITE DIFFERENT. FOR ONE GROUP FROM EACH HALF OF THE SAMPLE, THE RELEVANT AND IRRELEVANT CUES REMAINED THE SAME FOR ALL TASKS. FOR

THE SECOND GROUP FROM EACH HALF, THE RELEVANT AND IRRELEVANT CUES WERE REVERSED ON THE CRITERION TASK. FOR THE REMAINING GROUPS, COMPLETELY NEW CUES WERE INTRODUCED DURING THE CRITERION TASK. A CONTROL GROUP PERFORMED ONLY THE CRITERION TASK. THE ENTIRE EXPERIMENT WAS CARRIED OUT TWICE, ONCE USING LARGE GROUP TESTING PROCEDURES AND ONCE WITH GROUPS OF EITHER SEVEN OR 14 AT A TIME. ERROR SCORES WERE USED AS A MEASURE OF RATE OF LEARNING. THE INVESTIGATOR ATTRIBUTED THE GREATEST TRANSFER EFFECT TO WARM-UP, AND THE NEXT LARGEST TO LEARNING-TO-LEARN EFFECTS. NO SIGNIFICANT EFFECT WAS FOUND FOR CUE REPETITION. SINGLE-TRIAL, CUE-RESPONSE CORRELATIONS (CRITERIALITIES) PROVED USEFUL IN INTERPRETING THE TEST RESULTS. THEY ALSO DEMONSTRATED THE PRESENCE OF CUE-SIMILARITY EFFECTS NOT DETECTABLE IN THE ERROR SCORES. (AL)

ED 012 817 56 AA 000 177
MCHALE, THOMAS J. STOLUROW, LAWRENCE M.

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, PHASE I. MORE INFORMATION—CUES OR PRINCIPLE. TECHNICAL REPORT 5.

ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH

REPORT NUMBER NDEA-VIIA-C-1001-P1-TR-5

PUB DATE MAY 64

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *CONCEPT FORMATION, *LEARNING THEORIES, *PROBLEM SOLVING, *PROMPTING, *TRANSFER OF TRAINING, COMPARATIVE ANALYSIS, EXPERIMENTAL GROUPS, PSYCHOEDUCATIONAL PROCESSES, TEACHING TECHNIQUES,

CONTRACT OEC-2-20-003

THIS EXPERIMENT WAS DESIGNED TO INVESTIGATE (1) THE AMOUNTS OF INFORMATION COMMUNICATED BY THE KNOWLEDGE OF A PRINCIPLE AS OPPOSED TO THE KNOWLEDGE OF CUES AND (2) THE EFFECTIVENESS OF THE KNOWLEDGE OF A PRINCIPLE AS OPPOSED TO THE KNOWLEDGE OF CUES AT DIFFERENT STAGES OF LEARNING. THE FOUR GROUPS MAKING UP THE EXPERIMENTAL DESIGN WERE A CUE GROUP WHO KNEW THE SET OF FOUR POSSIBLE CUES AND THE NUMBER OF REQUIRED CUES, A PRINCIPLE GROUP WHO KNEW ONLY THE PRINCIPLE, A FULL INFORMATION GROUP WHO KNEW BOTH CUES AND PRINCIPLE, AND A NO INFORMATION GROUP WHO KNEW NEITHER CUES NOR PRINCIPLE. EACH OF THE FOUR GROUPS CONTAINED 13 UNDERGRADUATE PSYCHOLOGY STUDENTS. A BOOKLET OF STIMULUS PRESENTATIONS, ANSWER SHEETS, AND A QUESTIONNAIRE WERE DISTRIBUTED TO ALL SUBJECTS BEFORE INSTRUCTIONS WERE GIVEN. DEPENDING UPON THE GROUP TO WHICH THE SUBJECT BELONGED, ONE OF FOUR SETS OF INSTRUCTIONS WAS THEN READ BY EACH SUBJECT. WHILE IT WAS CONCLUDED THAT THE CUE GROUP PERFORMED BETTER THAN THE PRINCIPLE GROUP, THE DIFFERENCES BETWEEN THE TWO GROUPS WERE NOT SIGNIFICANT. THE SUBJECTS IN THE PRINCIPLE GROUP WHO REACHED AN ARBITRARY LEVEL OF SUCCESS LEARNED THE RELATIVE IMPOR-

TANCE OF RELEVANT CUES BETTER THAN COMPARABLE SUBJECTS IN THE CUE GROUP. (GD)

ED 012 818 56 AA 000 178
STOLUROW, LAWRENCE M.

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, PHASE I. QUARTERLY REPORTS 2 AND 3.

ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH

REPORT NUMBER NDEA-VIIA-C-1001-P1-QR-2-3

PUB DATE MAR 63

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *AUTOINSTRUCTIONAL METHODS, *LEARNING PROCESSES, *PROGRAMED INSTRUCTION, *PSYCHOEDUCATIONAL PROCESSES, *TRANSFER OF TRAINING, CONCEPT FORMATION, INDIVIDUAL DIFFERENCES, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL TECHNOLOGY, MODELS, PILOT PROJECTS, PROBLEM SOLVING, REINFORCEMENT, TASK PERFORMANCE,

CONTRACT OEC-2-20-003

PSYCHOLOGICAL AND EDUCATIONAL FACTORS INVOLVED IN THE TRANSFER OF TRAINING WERE STUDIED BY USE OF PROGRAMED SELF-INSTRUCTION USING TEACHING MACHINES. THIS MEDIUM WAS CHOSEN BECAUSE IT PROVIDES LABORATORY-LIKE CONDITIONS SUCH AS STABILIZED METHODS, AND STIMULUS CONTROL INCLUDING CONTROL OF TEACHER PERSONALITY, PLUS A STEP-BY-STEP RECORD OF THE STUDENT'S BEHAVIOR. THIS REPORT COVERS THE ACTIVITIES OF THE FIRST 7 MONTHS OF A 10-YEAR PROJECT. THE PRIMARY OBJECTIVES OF THE 2-YEAR PERIOD OF PHASE I WERE (1) TO DETERMINE THE RELATIONSHIPS BETWEEN TRANSFER AND LEARNING, PROBLEM SOLVING, AND INDIVIDUAL DIFFERENCES, (2) TO DETERMINE THE IMPLICATIONS OF EXISTING KNOWLEDGE OF TRANSFER FOR EDUCATION AND EDUCATIONAL MEDIA, (3) TO CONDUCT PILOT EMPIRICAL RESEARCH ON TRANSFER, AND (4) TO PREPARE A RESEARCH PLAN FOR PHASE 2. REPORTS OF PROJECTS UNDERTAKEN IN THE 2-YEAR PERIOD OF PHASE I WERE INCLUDED. THEY WERE (1) A STUDY OF THE TRANSFER EFFECTS OF WRITTEN INSTRUCTIONS TO TASK PERFORMANCE AND OF TASK PERFORMANCE TO TASK PERFORMANCE, (2) LEARNING HOW TO LEARN UNDER SEVERAL CUE CONDITIONS, (3) THE EFFECTS OF SEQUENCE AND STRUCTURE ON COMPLEX CONCEPT FORMATION, (4) THE USE OF A MODEL AND A GENERALIZED PREVIEW TO FACILITATE THE LEARNING AND RETAINING OF COMPLEX SCIENTIFIC MATERIALS, AND (5) SOCIAL REINFORCEMENT IN A PROGRAMED LEARNING TASK. (GD)

ED 012 819 56 AA 000 179
STOLUROW, LAWRENCE M.

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, PHASE I. QUARTERLY REPORT 5.

ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH

REPORT NUMBER NDEA-VIIA-C-1001-QR-5

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$1.50 43P.

DESCRIPTORS *AUTOINSTRUCTIONAL METHODS, *COGNITIVE PROCESSES, *LEARNING PROCESSES, *PROGRAMED INSTRUCTION, *PSYCHOEDUCATIONAL

PROCESSES, *TRANSFER OF TRAINING, CONCEPT FORMATION, LOGIC, MODELS, PROMPTING, RESEARCH PROJECTS, TASK PERFORMANCE, TEACHING TECHNIQUES, VERBAL LEARNING, CONTRACT OEC-2-20-003

A STATUS REPORT WAS MADE OF THE ACTIVITIES PURSUED IN A 3-MONTH PORTION OF PHASE 1 OF A LARGER 10-YEAR PROJECT PLANNED TO STUDY THE PSYCHOLOGICAL AND EDUCATIONAL FACTORS INVOLVED IN TRANSFER OF TRAINING BY USE OF PROGRAMED SELF-INSTRUCTION PRESENTED BY TEACHING MACHINES. THIS MEDIUM WAS CHOSEN BECAUSE IT PROVIDES LABORATORY-LIKE CONDITIONS SUCH AS STABILIZED METHODS, STIMULUS CONTROL INCLUDING CONTROL OF TEACHER PERSONALITY, AND A STEP-BY-STEP RECORD OF THE STUDENT'S BEHAVIOR. REPORTS OF ONGOING PROJECTS AND THEIR CURRENT STATUS WERE PRESENTED. THEY WERE (1) A STUDY OF THE TRANSFER EFFECTS OF WRITTEN INSTRUCTIONS TO TASK PERFORMANCE AND OF TASK PERFORMANCE TO TASK PERFORMANCE, (2) LEARNING HOW TO LEARN UNDER SEVERAL CUE CONDITIONS, (3) THE EFFECTS OF SEQUENCE AND STRUCTURE ON COMPLEX CONCEPT FORMATION, (4) THE USE OF A MODEL AND A GENERAL PREVIEW TO FACILITATE THE LEARNING AND RETAINING OF COMPLEX SCIENTIFIC MATERIALS, (5) A STUDY OF TRANSFER EFFECTS OF VERBAL LEARNING, AND (6) EXPERIMENTAL ANALYSES OF THREE PATTERNS OF PRESENTING A STANDARD LOGIC TASK. (GD)

ED 012 820 56 AA 000 180

STOLUROW, LAWRENCE M.

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, PHASE I. QUARTERLY REPORT 6.

ILLINOIS UNIV., URBANA, BUR. OF EDUC.

RESEARCH

REPORT NUMBER NDEA-VIIA-C-1001-P1-QR-6

PUB DATE DEC 63

EDRS PRICE MF-\$0.50 HC-\$2.64 64P.

DESCRIPTORS *COGNITIVE PROCESSES, *CONCEPT FORMATION, *LEARNING PROCESSES, *MODELS, *PROMPTING, *TRANSFER OF TRAINING, LOGIC, PSYCHOEDUCATIONAL PROCESSES, RESEARCH PROJECTS, TASK PERFORMANCE, TEACHING TECHNIQUES, VERBAL LEARNING, CONTRACT OEC-2-20-003

A 3-MONTH STATUS REPORT WAS MADE ON THE ACTIVITIES PURSUED IN PHASE 1 OF A LARGER 10-YEAR PROJECT DEALING WITH THE PSYCHOLOGICAL AND EDUCATIONAL FACTORS INVOLVED IN TRANSFER OF TRAINING. REPORTS OF ONGOING PROJECTS AND THEIR CURRENT STATUS WERE PRESENTED. THEY INCLUDED (1) A STUDY OF THE TRANSFER EFFECTS OF WRITTEN INSTRUCTIONS TO TASK PERFORMANCE AND OF TASK PERFORMANCE TO TASK PERFORMANCE, (2) LEARNING HOW TO LEARN UNDER SEVERAL CUE CONDITIONS, (3) THE EFFECTS OF SEQUENCE AND STRUCTURE ON COMPLEX CONCEPT FORMATION, (4) THE USE OF A MODEL AND A GENERALIZED PREVIEW TO FACILITATE THE LEARNING AND RETAINING OF COMPLEX SCIENTIFIC MATERIALS, (5) A STUDY OF TRANSFER EFFECTS OF VERBAL LEARNING, AND (6) EXPERIMENTAL ANALYSES OF THREE PATTERNS OF PRESENTING A STANDARD LOGIC TASK. A LIST OF ARTICLES ABSTRACTED WAS ALSO PRESENTED. (GD)

ED 012 821 56 AA 000 181

STOLUROW, LAWRENCE M.

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, PHASE I. FINAL REPORT.

ILLINOIS UNIV., URBANA, BUR. OF EDUC.

RESEARCH

REPORT NUMBER NDEA-VIIA-C-1001-P1-QR

PUB DATE JUN 64

EDRS PRICE MF-\$0.50 HC-\$4.52 111P.

DESCRIPTORS *LEARNING PROCESSES, *LITERATURE REVIEWS, *PSYCHOEDUCATIONAL PROCESSES, *RESEARCH AND DEVELOPMENT CENTERS, *TRANSFER OF TRAINING, COGNITIVE PROCESSES, DATA ANALYSIS, DATA COLLECTION, EDUCATIONAL STRATEGIES, PROGRAM PLANNING, SEQUENTIAL LEARNING, CONTRACT OEC-2-20-003

A FINAL REPORT WAS MADE OF THE ACTIVITIES PURSUED IN PHASE 1 OF A 10-YEAR PROJECT DEALING WITH THE PSYCHOLOGICAL AND EDUCATIONAL FACTORS INVOLVED IN TRANSFER OF TRAINING. PHASE I CONSISTED OF A SURVEY OF THE EXISTENT DATA AND CONCEPTS OF TRANSFER OF TRAINING IN AN ATTEMPT (1) TO SUMMARIZE, INTEGRATE, CONSOLIDATE, AND INTERPRET RESEARCH FINDINGS AND THEORY AND (2) TO CONSIDER THESE FINDINGS IN RELATION TO THE PROBLEMS OF EDUCATION TO PRODUCE A SET OF HYPOTHESES FOR RESEARCH AND A WORKABLE PLAN FOR CONDUCTING STUDIES RELATED TO THOSE HYPOTHESES. LIBRARY RESEARCH PLUS THE ANALYSIS AND SYNTHESIS OF EXISTING INFORMATION AND CONCEPTS RESULTED IN ABSTRACTS OF REPORTS, ARTICLES, MONOGRAPHS, AND BOOKS AND THE PREPARATION OF AN INTERPRETIVE SUMMARY. PRELIMINARY EMPIRICAL RESEARCH WAS CONDUCTED, AND SUMMARIES OF STUDIES DEALING WITH SEQUENCING, LEARNING HOW TO LEARN, AND MEDIATION THEORY WERE PRESENTED. THE RESEARCH PLAN FOR PHASE 2, WHICH WAS GENERATED BY THE WORK PERFORMED IN PHASE 1, WAS DESCRIBED. THE PROCEDURE IN PHASE 2 WILL BE ASSOCIATED LESS WITH LIBRARY RESEARCH THAN IT WAS IN PHASE 1. THERE WILL BE A MARKED INCREASE IN THE AMOUNT OF EMPIRICAL RESEARCH DESIGNED TO ELUCIDATE TRANSFER PROBLEMS AND PROCESSES. (GD)

ED 012 822 95 AA 000 182

PUTNAM, JOHN F. CHISMORE, W. DALE

STANDARD TERMINOLOGY FOR INSTRUCTION IN STATE AND LOCAL SCHOOL SYSTEMS, AN ANALYSIS OF INSTRUCTIONAL CONTENT, RESOURCES, AND PROCESSES, (THIRD DRAFT - FOR SELECTED DISTRIBUTION).

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER HDBK-6

PUB DATE MAY 67

EDRS PRICE MF-\$2.75 HC-\$27.96 697P.

DESCRIPTORS *ADMINISTRATOR GUIDES, *INFORMATION SYSTEMS, *SCHOOL ADMINISTRATORS, *SCHOOL SYSTEMS, *VOCABULARY, FEDERAL PROGRAMS, RECORDS (FORMS).

THIS HANDBOOK FOR STATE AND LOCAL SCHOOL SYSTEMS WAS PREPARED TO PROVIDE A GUIDE FOR ITEMS OF INFORMATION USED IN KEEPING RECORDS AND MAKING REPORTS ABOUT CURRICULUM AND INSTRUCTION. IT IS CONCERNED WITH DESCRIBING INSTRUCTION

IN ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, JUNIOR COLLEGE, AND ADULT SCHOOLS OR OTHER ADULT-EDUCATION ORGANIZATIONS. IT CLASSIFIES AND DEFINES SPECIFIC ITEMS OF INFORMATION ABOUT THE ORGANIZATION, ADMINISTRATION, CONTENT, RESOURCES, AND PROCESSES OF INSTRUCTION AND INCLUDES RELATED TERMINOLOGY. THE HANDBOOK WAS DEVELOPED SO ITEMS PRESENTED WILL BE COMPARABLE WHEREVER COLLECTED, MAINTAINED, AND REPORTED BY DISTRICTS AND BY OTHER UNITS OPERATING SCHOOLS. INSTRUCTIONS DIRECTED TOWARD USERS OF THE HANDBOOK STATE THAT COLLECTING OF INFORMATION SHOULD BE DONE ON THE BASIS OF THE DEFINITIONS PROVIDED IN THIS HANDBOOK, AND REPORTING SHOULD BE DONE ON THE BASIS OF THE HANDBOOK TERMINOLOGY. WHEN USED IN THIS WAY, THE HANDBOOK CAN PROVIDE A FOUNDATION FOR RECORDS AND REPORTS ABOUT CURRICULUM AND INSTRUCTION AT THE LOCAL, STATE, AND NATIONAL LEVELS, AND CAN PROVIDE A MEANS FOR ACCURATELY RECORDING, TRANSMITTING, AND INTERPRETING INFORMATION ABOUT CURRICULUM AND INSTRUCTION. (AL)

ED 012 823 48 AA 000 183

RAY, PUNYAS. AND OTHERS

A REFERENCE GRAMMAR OF BENGALI

CHICAGO UNIV., ILL.

REPORT NUMBER BR-5-1282

PUB DATE 66

EDRS PRICE MF-\$2.25 HC-\$23.12 576P.

DESCRIPTORS *BENGALI, *DIALECT STUDIES, *GRAMMAR, *LANGUAGE GUIDES, *PHONOLOGY, CONTRACT OEC-5-14-040

A REFERENCE GRAMMAR WAS PRODUCED FOR THE BENGALI LANGUAGE. THE WORK CONTAINS CHAPTERS ON-(1) SOCIAL AND HISTORICAL BACKGROUND, (2) HISTORY OF THE LANGUAGE, (3) SOURCES OF LEXICAL ITEMS, (4) ORTHOGRAPHY, (5) PHONOLOGY, (6) NOUN INFLECTIONS, (7) VERBS, (8) POSTPOSITIONS, (9) ENCLITICS, (10) NUMERALS, (11) NEGATION, (12) FORMATIVE AFFIXES IN BENGALI, (13) LITERARY AND COLLOQUIAL BENGALI, (14) BENGALI METER, (15) DIALECTS, AND (16) A SKETCH OF THE ASSAMESE LANGUAGE. (TC)

ED 012 824 48 AA 000 184

AXELROD, JOSEPH BIGELOW

DONALD N.

RESOURCES FOR LANGUAGE AND AREA STUDIES, A REPORT ON AN INVENTORY OF THE LANGUAGE AND AREA CENTERS SUPPORTED BY THE NATIONAL DEFENSE EDUCATION ACT OF 1958.

AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.

REPORT NUMBER NDEA-VI-38

PUB DATE 62

EDRS PRICE MF-\$0.50 HC-\$4.48 110P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE AND AREA CENTERS, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORY USE, *LANGUAGE PROGRAMS, *STATISTICAL DATA, NATIONAL DEFENSE EDUCATION ACT OF 1958, LANGUAGE AND AREA CENTERS, WHICH ARE EDUCATIONAL PROGRAMS CARRIED ON JOINTLY BY HUMANISTS, SOCIAL SCIENTISTS, AND HISTORIANS, WERE INVENTORIED BY REPRESENTA-

TIVES OF THE AMERICAN COUNCIL ON EDUCATION. THIS INVENTORY ON 46 CENTERS WAS MADE TO BRING TOGETHER INFORMATION ON (1) HOW THE CENTERS WERE ORGANIZED, (2) THE NUMBER OF STUDENTS ENROLLED IN LANGUAGE AND AREA DISCIPLINES, (3) THE METHOD OF TEACHING LANGUAGES, AND (4) THE RELATION BETWEEN LANGUAGE AND AREA STUDIES. THIS INVENTORY WAS PRIMARILY DESCRIPTIVE. EACH OF THE CENTERS WAS VISITED BY ONE OR MORE OF THE STAFF OF THE SURVEY TEAM. HOWEVER, SINCE THE OBJECT OF THIS REPORT WAS TO PRESENT A COMPOSITE PICTURE, USUALLY NO PARTICULAR CENTER WAS IDENTIFIED IN THE TEXT. THE REPORT WAS ORGANIZED INTO THREE CHAPTERS, NONE OF WHICH STANDS ALONE. CHAPTER ONE PRESENTED THE CENTER CONCEPT. CHAPTER TWO DISCUSSED THE CURRENT RESOURCES AND PRACTICES OF THE CENTERS. CHAPTER THREE WAS A PREDICTION AS TO THE FUTURE LIFE OF THE CENTERS. APPENDICES WERE INCLUDED ON THE TOPICS OF THE AUDIOLINGUAL APPROACH, CENTER STATISTICS, AND CONFERENCE PARTICIPANTS. (TC)

ED 012 825 56 AA 000 185
CARTER, ROY E. AND OTHERS

A FIELD-EXPERIMENTAL STUDY OF THE FUNCTIONS OF EDUCATIONAL TELEVISION FOR ITS AUDIENCES, WITH SPECIAL REFERENCE TO THE POTENTIAL ROLE OF CHILDREN IN STIMULATING FAMILY USE OF THIS MEDIUM.

MINNESOTA UNIV., MINNEAPOLIS, SCH.

OF JOURNALISM

REPORT NUMBER NDEA-VIIA-891

PUB DATE JUN 64

EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *CHILDREN, *DISCUSSION GROUPS, *EDUCATIONAL TELEVISION, *FAMILY INVOLVEMENT, *TELEVISION VIEWING, GRADE 10, GRANT OEG-7-33-0400-166-1

THE POTENTIAL ROLE OF CHILDREN IN STIMULATING FAMILY USE OF EDUCATIONAL TELEVISION DURING EVENING HOURS WAS STUDIED. FOUR EXPERIMENTAL CONDITIONS WERE CREATED AMONG TENTH-GRADE SOCIAL STUDIES TEACHERS AND THEIR CLASSES--(1) A DISCUSSION PROCEDURE WAS USED TO STIMULATE VIEWING OF A PUBLIC AFFAIRS SERIES ON THE AREA'S EDUCATIONAL TELEVISION STATION, (2) STUDENTS RECEIVED BROCHURES THROUGH THE MAIL, PUBLICIZING THE PROGRAMS, (3) SITUATION ONE AND TWO COMBINED, AND (4) A CONTROL SITUATION INVOLVING NEITHER STIMULUS. DEPENDENT VARIABLES WERE THE EDUCATIONAL TELEVISION HABITS OF CHILDREN AND THEIR PARENTS DURING EVENING HOURS. THE DISCUSSION METHOD WAS SUCCESSFUL IN INCREASING THE NUMBER OF EDUCATIONAL TELEVISION VIEWERS AMONG CHILDREN, BUT THE INCREASE PERSISTED ONLY WHILE THE EXPERIMENT WAS IN PROGRESS. PROGRAM INTEREST DID NOT GENERALIZE TO OTHER EDUCATIONAL TELEVISION BROADCASTS. CONTRARY TO EXPECTATIONS, PARENTS DID NOT VIEW THE PROGRAM WITH THE CHILDREN. (TC)

ED 012 826 48 AA 000 186

BERRY, JACK AND OTHERS

PROCEEDINGS OF A CONFERENCE ON AFRICAN LANGUAGES AND LITERATURES

HELD AT NORTHWESTERN UNIVERSITY (EVANSTON, APRIL 28-30, 1966).

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER BR-5-1089

PUB DATE APR 66

EDRS PRICE MF-\$0.75 HC-\$5.44 144P.

DESCRIPTORS *AFRICAN LANGUAGES, *LANGUAGE TEACHING, *LITERATURE, *ORAL COMMUNICATION, *TRANSLATION, CONFERENCES, TEACHING, CONTRACT OEC-6-14-018

THE PAPERS THAT WERE PRESENTED AT A CONFERENCE HELD IN APRIL 1966 ARE REPRODUCED, AND AN EDITED TRANSCRIPT OF THE DISCUSSION THAT AROSE FROM THE PAPERS IS INCLUDED. THE PAPERS PRESENTED IN THE THREE SESSIONS WERE--(1) AFRICAN STUDIES IN THE UNITED STATES, (2) AFRICAN LANGUAGES AND LITERATURE AS A DEGREE SUBJECT IN GREAT BRITAIN, (3) AFRICAN FOLKLORE STUDIES AT BERKELEY, (4) TALE, TELLER, AND AUDIENCE IN AFRICAN SPOKEN NARRATIVE, (5) AFRICAN TRADITIONAL NON-PROSE FORMS--RECITING, DECLAMING, SINGING, AND STROPHIC STRUCTURE, (6) VERNACULAR LITERATURE IN AFRICAN LANGUAGE TEACHING, (7) CANONS OF CRITICISM FOR NEO-AFRICAN LITERATURE, (8) THE TEACHING OF MODERN AFRICAN LITERATURE WRITTEN IN A WESTERN LANGUAGE, (9) MODERN AFRICAN WRITING IN ENGLISH, AND (10) THE CHARACTERISTICS AND COMPREHENSION OF A NATIONAL LITERATURE--NIGERIA. (AL)

ED 012 827 95 AA 000 187

COOK, FRED S. AND OTHERS

GUIDELINES FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS.

WAYNE STATE UNIV., DETROIT, MICH.

REPORT NUMBER BAVLP-2

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$3.00 73P.

DESCRIPTORS *CLINICS, *GUIDELINES, *INFORMATION DISSEMINATION, *OFFICE OCCUPATIONS, *TEACHER EDUCATION,

THESE GUIDELINES WERE DEVELOPED THROUGH THE ACTIVITIES OF THE OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS HELD IN 1966. THE PURPOSE OF THESE GUIDELINES WAS TO ESTABLISH RECOMMENDED MINIMUM WORK EXPERIENCE REQUIREMENTS, GENERAL AND VOCATIONAL EDUCATION COURSES, AND LEVELS OF SUBJECT MATTER COMPETENCIES. THEY ALSO DESCRIBE THE QUALITIES AND COMPETENCIES WHICH TEACHERS SHOULD POSSESS AS WELL AS THE PROCESSES FOR ACHIEVING THESE GOALS. PRELIMINARY SUGGESTIONS FOR 20 GUIDELINES WERE REVIEWED AT A PLANNING CLINIC HELD FOR 52 PARTICIPANTS SELECTED FROM CITY AND STATE SUPERVISORS OF OFFICE EDUCATION, TEACHER EDUCATORS, AND CONSULTANTS. THE SUGGESTED GUIDELINES THAT WERE PRESENTED BY THE CONSULTANTS WERE DISTRIBUTED TO APPROXIMATELY 1,200 CITY AND STATE SUPERVISORS AND BUSINESS TEACHER EDUCATORS WHO WERE REQUESTED TO OFFER THEIR SUGGESTIONS. THE GUIDELINES WERE REVISED AT NINE REGIONAL CLINICS TO INCORPORATE SUGGESTIONS MADE BY BUSINESS EDUCATORS, WERE FURTHER REVISED AT A NATIONAL CLINIC, AND WERE EDITED INTO A SET OF 19 GUIDELINES. THESE GUIDELINES ARE PRESENTED IN THIS REPORT IN FORM TO BE USED FOR OVERHEAD PROJECTION. (AL)

ED 012 828 95 AA 000 188

SPIEGELMAN, ROBERT G. AND OTHERS
COST-BENEFIT MODEL TO EVALUATE EDUCATIONAL PROGRAMS. PROGRESS REPORT. STANFORD RESEARCH INST., MENLO PARK, CALIF.

PUB DATE APR 67

EDRS PRICE MF-\$1.00 HC-\$9.04 224P.

DESCRIPTORS *COSTS, *DISADVANTAGED YOUTH, *EDUCATIONAL BENEFITS, *EDUCATIONAL PROGRAMS, *FEDERAL PROGRAMS, *MODELS, CONTRACT OEC-4-7-000010-0010

A PROGRESS REPORT IS GIVEN ON THE DEVELOPMENT OF A FRAMEWORK FOR THE EVALUATION OF EDUCATIONAL PROGRAMS. THE FRAMEWORK WILL BE IN THE FORM OF A MATHEMATICAL MODEL THAT WILL PROVIDE A METHOD FOR THE ANALYSIS OF BENEFITS DERIVED FROM THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), TITLE I PROGRAM. THE MODEL IS BASED ON A CONCEPT OF EDUCATION AS AN INDUSTRY THAT TAKES CHILDREN WITH CERTAIN CHARACTERISTICS AND EMBODIES HUMAN CAPITAL (KNOWLEDGE) IN THEM. FROM THIS CONCEPT, TWO FACTORS WERE IDENTIFIED THAT WERE CONSIDERED TO DETERMINE THE NATURE OF THE EDUCATION PROCESS--(1) THE CHARACTERISTICS OF THE CHILDREN AND (2) THE CHARACTERISTICS OF THE SCHOOL INPUTS. ESEA PROJECTS WERE AIMED AT PROVIDING ADDITIONAL EDUCATIONAL BENEFITS TO DISADVANTAGED CHILDREN, THAT IS, THOSE FROM LOW-INCOME FAMILIES, AND WERE REPORTED TO HAVE THE FOLLOWING EFFECTS--(1) INCREASED THE LEARNING CAPACITY OF THE CHILDREN AND THUS INCREASED THEIR EARNING CAPACITY, AND (2) THE INCREASED LEARNING CAPACITY ALSO INCREASED PROBABILITY OF STAYING IN SCHOOL, INCREASED PROBABILITY OF GRADUATING AND GOING ON TO HIGHER EDUCATION, AND REDUCED THE PROBABILITY OF BECOMING JUVENILE DELINQUENTS. IN THIS STUDY, THE BENEFITS DERIVED FROM THE PROGRAMS WERE ANALYZED IN TERMS OF INCREASE IN PERSONAL INCOME FROM GRADUATING FROM HIGH SCHOOL AND FROM GOING TO COLLEGE, REDUCTION OF UNEMPLOYMENT, REDUCTION OF JUVENILE CRIME, INTERGENERATION EFFECTS, AND INCREASED LABOR FORCE MOBILITY. THE MATHEMATICAL MODEL BEING DEVELOPED WILL PROVIDE A MEANS OF EVALUATING THE MONETARY BENEFITS FROM TITLE I PROGRAMS BY DETERMINING THE MONETARY BENEFITS LESS THE COSTS OF THE PROGRAM. (AL)

ED 012 829 24 AA 000 189

JEWELL, ROSS M. AND OTHERS

THE EFFECTIVENESS OF COLLEGE-LEVEL INSTRUCTION IN FRESHMAN COMPOSITION.

STATE COLLEGE OF IOWA, CEDAR FALLS

REPORT NUMBER BR-5-0803

PUB DATE DEC 66

EDRS PRICE MF-\$0.50 HC-\$3.64 89P.

DESCRIPTORS *COLLEGE STUDENTS, *COMPOSITION (LITERARY), *EFFECTIVE TEACHING, *PERFORMANCE, *WRITING, CONTRACT OEC-SAE-4-10-063

THE WRITING PERFORMANCE OF STUDENTS COMPLETING FRESHMAN COMPOSITION WAS COMPARED WITH THE WRITING OF STUDENTS NOT TAKING FRESHMAN COMPOSITION WHEN BOTH HAD BEEN IN COLLEGE THE SAME LENGTH OF

TIME. FOR THE INVESTIGATION, 325 STUDENTS TAKING COMPOSITION WERE MATCHED WITH STUDENTS NOT TAKING COMPOSITION ON THE BASIS OF AGE, SEX, SCORES ON A WRITTEN THEME, ON THE "COLLEGE ENTRANCE EXAMINATION BOARD ENGLISH TEST," AND ON THE "CO-OPERATIVE ENGLISH TESTS-ENGLISH COMPOSITION." STUDENTS WERE TESTED AT THE START, AT THE END OF THE FIRST SEMESTER, AT THE END OF THE SECOND SEMESTER, AND AT THE END OF THE FOURTH SEMESTER. RESULTS SUSTAINED THE HYPOTHESIS THAT THE WRITING PERFORMANCES OF STUDENTS WHO COMPLETE A YEAR OF COMPOSITION DO NOT DIFFER SIGNIFICANTLY FROM THAT OF STUDENTS WHO HAVE HAD NO COMPOSITION. THE INVESTIGATORS PLANNED TO CONDUCT A SECOND PHASE OF THIS PROJECT TO STUDY THE COMPOSITION WRITING SKILLS OF STUDENTS AT FIVE OTHER INSTITUTIONS. (TC)

ED 012 830 08 AA 000 190
STILLERMAN, MANUEL LOWENS, MIL-
TON

OPERATION GIANTSTEP, RESEARCH IN A NEW REMEDIAL PROGRAM AND COMMUNITY COLLEGE INDUSTRIAL TECHNOLOGY CURRICULUM FOR DISADVANTAGED HIGH SCHOOL GRADUATES.

CITY UNIV. OF NEW YORK, BRONX COMMUNITY COLL.

REPORT NUMBER BR-5-1336

PUB DATE 30 OCT 66

EDRS PRICE MF-\$0.50 HC-\$4.64 114P.

DESCRIPTORS *COMMUNITY COLLEGES, *CURRICULUM PLANNING, *DISADVANTAGED YOUTH, *INDUSTRIAL EDUCATION, *REMEDIAL INSTRUCTION, HIGH SCHOOL GRADUATES, INDUSTRIAL ARTS, VOCATIONAL EDUCATION, GRANT OEG-1-6-000553-0803

A COMPREHENSIVE CURRICULUM STRUCTURE WAS FORMULATED AND SPECIFIC PREPARATORY STEPS OUTLINED FOR THE ORGANIZATION AND OPERATION OF AN EXPERIMENTAL JUNIOR-COLLEGE PROGRAM IN INDUSTRIAL TECHNOLOGY FOR DISADVANTAGED YOUTH. THIS PLANNING RESULTED IN THE DEVELOPMENT OF A PROPOSAL FOR A 5-YEAR, \$1 MILLION EFFORT ON RESEARCH AND DEVELOPMENT OF TWO NEW POST-HIGH SCHOOL CURRICULUMS. THE FIRST CURRICULUM WAS A REMEDIAL PROGRAM DESIGNED TO PREPARE GENERAL DIPLOMA HIGH-SCHOOL GRADUATES WHO ARE INELIGIBLE FOR COLLEGE ADMISSION FOR THE SECOND CURRICULUM, A 2-YEAR VOCATIONAL PROGRAM IN INDUSTRIAL TECHNOLOGY. THE EXPERIMENTAL PLAN PROPOSED WAS FOR 100 EXPERIMENTAL STUDENTS AND 50 CONTROLS TO GO THROUGH AN INSTRUCTIONAL AND FOLLOWUP SEQUENCE WHERE THE CONTROL SUBJECTS WOULD ENTER THE INDUSTRIAL TECHNOLOGY CURRICULUM WITHOUT REMEDIAL TREATMENT. A COPY OF THE PROPOSAL, BR-7-0260 WHICH WAS SUBMITTED TO THE FEDERAL GOVERNMENT IN AUGUST 1966, WAS INCLUDED WITH THIS REPORT. (JH)

ED 012 831 95 AA 000 191
NEILL, ROBERT AND OTHERS
STUDENT DRAMATIC ENRICHMENT PROGRAM, EVALUATION REPORT. (TITLE SUPPLIED).
LOUISVILLE BOARD OF EDUCATION, KY.
REPORT NUMBER 67-0412-1
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *CULTURAL AWARENESS, *DRAMATICS, *ENRICHMENT PROGRAMS, *HUMANITIES INSTRUCTION, *INSTRUCTIONAL TRIPS, CULTURAL ENRICHMENT, HIGH SCHOOL STUDENTS, GRANT OEG-2-6-000412-0391

THE PROGRAM WAS ORGANIZED TO INTEGRATE DRAMATIC ARTS EXPERIENCES WITH THE REGULAR CURRICULUMS AS A MEANS OF HEIGHTENING THE CULTURAL AWARENESS OF STUDENTS AND OF MAKING THEM MORE PERCEPTIVE AND CRITICAL VIEWERS. THIS REPORT PREPARED BY AN EVALUATION COMMITTEE DESCRIBES (1) THE PROGRAM GOALS AND CONCEPTS, ADMINISTRATIVE PROBLEMS, AND DIFFICULTIES WITH TICKET DISTRIBUTION THAT PREVENTED ADEQUATE PREPLANNING AND CLASS PREPARATION BY TEACHERS, (2) THE VALUES AND DEFECTS OF STUDY GUIDES THAT WERE PREPARED, (3) THE METHODS USED TO COMPARE THE RESULTS ACHIEVED BY THE SIX STUDENT GROUPS THAT REPRESENTED DIFFERENT ECONOMIC BACKGROUNDS AND LEVELS OF PARTICIPATION IN THE DRAMA PROGRAM, AND (4) AN EVALUATION OF THE ACCOMPLISHMENTS OF THE PROGRAM AND SUGGESTIONS FOR IMPROVEMENTS THAT COULD MAKE FUTURE PROGRAMS BE MORE EFFICIENTLY CONDUCTED AND PROVIDE GREATER OPPORTUNITIES FOR STUDENT LEARNING. THE COMMITTEE CONCLUDED THAT (1) THERE WAS A LACK OF GENERAL AGREEMENT AMONG ADMINISTRATORS, TEACHERS, AND ACTORS ABOUT THE PHILOSOPHY BEHIND THE VENTURE, (2) ALTHOUGH THE PROGRAM WAS OF VALUE, IT WAS OF VARYING WORTH TO VARIOUS TEACHERS AND THEIR STUDENTS, AND (3) EVIDENCE GATHERED SUPPORTS THE BELIEF THAT THE PROGRAM GENERATED AESTHETIC AND INTELLECTUAL ENTHUSIASM IN SOME AREAS WHERE IT HAD NOT PREVIOUSLY EXISTED. (AL)

ED 012 832 24 AA 000 230

GILL, CLARK CONROY, WILLIAM
TEACHING ABOUT LATIN AMERICA IN THE ELEMENTARY SCHOOL, AN ANNOTATED GUIDE TO INSTRUCTIONAL RESOURCES.

TEXAS UNIV., AUSTIN

REPORT NUMBER BR-6-1183-BULL-1

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.84 46P.

DESCRIPTORS *BIBLIOGRAPHIES, *FOREIGN COUNTRIES, *FOREIGN CULTURE, *RESOURCE MATERIALS, *SOCIAL STUDIES, ANNOTATED BIBLIOGRAPHIES, AUSTIN, BOOKS, PERIODICALS, PUBLICATIONS,

AN ANNOTATED BIBLIOGRAPHY OF WRITTEN AND AUDIOVISUAL MEDIA RELATED TO LATIN AMERICA WAS PREPARED BY THE STAFF OF THE LATIN AMERICA CURRICULUM PROJECT AT THE UNIVERSITY OF TEXAS. THIS BIBLIOGRAPHY WAS PREPARED FOR TEACHERS, SUPERVISORS, AND CURRICULUM WRITERS IN ELEMENTARY SCHOOLS. MOST OF THE MEDIA CITED HAVE BEEN PUBLISHED SINCE 1960. FICTION BOOKS PUBLISHED SINCE 1960 WERE ALSO INCLUDED BECAUSE THEY ARE LESS DATED BY THE PASSAGE OF TIME. THE MEDIA ARE LISTED IN CATEGORIES. WITHIN EACH CATEGORY, ENTRIES ARE DESIGNATED AS PRIMARY OR INTERMEDIATE OR AS APPROPRIATE FOR A SPECIFIC GRADE LEVEL. A SOURCE LIST OF NAMES AND ADDRESSES IS GIVEN. A SEPARATE BIBLIOGRAPHY THAT WAS PREPARED FOR

SECONDARY SCHOOL SOCIAL STUDIES PERSONNEL IS AA 000 231. (AL)

ED 012 833 24 AA 000 231

GILL, CLARK CONROY, WILLIAM
TEACHING ABOUT LATIN AMERICA IN THE SECONDARY SCHOOL, AN ANNOTATED GUIDE TO INSTRUCTIONAL RESOURCES.

TEXAS UNIV., AUSTIN

REPORT NUMBER BR-6-1183-BULL-2

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$3.98 77P.

DESCRIPTORS *BIBLIOGRAPHIES, *FOREIGN COUNTRIES, *FOREIGN CULTURE, *RESOURCE MATERIALS, *SOCIAL STUDIES, ANNOTATED BIBLIOGRAPHIES, AUSTIN, BOOKS, PERIODICALS, PUBLICATIONS,

AN ANNOTATED BIBLIOGRAPHY OF WRITTEN AND AUDIOVISUAL MATERIALS RELATED TO CONTEMPORARY LATIN AMERICA WAS PREPARED TO SERVE AS A GUIDE TO INSTRUCTIONAL RESOURCES FOR USE AT THE SECONDARY LEVEL. AN ATTEMPT WAS MADE TO INCLUDE ONLY THE MORE SIGNIFICANT AND MOST RECENTLY PUBLISHED MATERIALS AVAILABLE IN ENGLISH. PART I OF THE BIBLIOGRAPHY LISTS RECENT BOOKS AND PAMPHLETS IN TWO SUBDIVISIONS-ONE FOR GRADES 7 THROUGH 9 AND ONE FOR GRADES 10 THROUGH 12. MAJOR GROUPS OF BOOKS AND PAMPHLETS THAT WERE PUBLISHED AS A SERIES ARE ANNOTATED AS A GROUP. MOST BOOKS NOT IN A SERIES HAVE BEEN PUBLISHED SINCE THE YEAR 1960 AND THE MAJORITY OF THESE TITLES ARE LISTED IN THE 1966 EDITIONS OF "BOOKS IN PRINT." PART II CONSISTS OF 10 SUBDIVISIONS OF EDUCATIONAL MATERIALS AND RESOURCES TO AID IN TEACHING ABOUT LATIN AMERICA-BIBLIOGRAPHIES AND REFERENCE WORKS, BOOKS AND PAMPHLETS TO AID IN TEACHING ABOUT LATIN AMERICA, PERIODICALS FOR THE TEACHER AND STUDENT, PERIODICAL ARTICLES TO AID IN TEACHING ABOUT LATIN AMERICA, OFFICIAL SOURCES OF INFORMATION, SECONDARY TEXTBOOKS DEVOTED EXCLUSIVELY TO LATIN AMERICA, SOURCES OF FILMS AND FILMSTRIPS, SOURCES OF FREE AND INEXPENSIVE LEARNING MATERIALS, TEACHING UNITS, AND WORKTEXTS AND PAMPHLETS FOR THE STUDENT. AN APPENDIX PROVIDES THE ADDRESSES OF THE PUBLISHERS AND OTHER SOURCES CITED. A SEPARATE BUT RELATED BIBLIOGRAPHY THAT WAS PREPARED FOR ELEMENTARY SCHOOL SOCIAL STUDIES IS AA 000 230. (AL)

ED 012 834 24 AA 000 232

SUMMERS, EDWARD G. AND OTHERS
PUBLISHED RESEARCH LITERATURE IN READING, 1950-1963.

INDIANA UNIV., BLOOMINGTON, ERIC CH.

ON READING

PUB DATE NOV 67

EDRS PRICE MF-\$1.50 HC-\$15.92 398P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *READING RESEARCH, ADULT PROGRAMS, COLLEGE PROGRAMS, ELEMENTARY GRADES, GRAY SUMMARIES, KINDERGARTEN, PRESCHOOL PROGRAMS, SECONDARY GRADES,

THIS BIBLIOGRAPHY PRESENTS 1,913 CITATIONS AND ANNOTATIONS ON PUBLISHED RESEARCH LITERATURE IN READING TAKEN FROM THE ANNUAL SUMMARIES OF INVESTIGATIONS IN READING COMPILED ON A YEARLY BASIS BY THE READING RESEARCH CENTER OF THE UNIVERSITY OF CHICAGO. THE CITA-

TIONS FROM THE ANNUAL SUMMARIES FOR 1960-1963 WERE TRANSFERRED TO MAGNETIC TAPE WHICH WAS USED TO GENERATE A SPECIAL MASTER FOR MULTILITHING THE PUBLICATION. COMPLETE BIBLIOGRAPHIC DATA FOR THE JOURNAL SOURCES USED TO COMPILE THE LISTING ARE GIVEN. THE ENTRIES ARE ARRANGED ALPHABETICALLY BY AUTHOR IN YEARLY SEGMENTS. THE BIBLIOGRAPHY COVERS THE COMPLETE READING SPECTRUM FROM PRESCHOOL TO COLLEGE AND ADULT YEARS AND PRESENTS RESEARCH ON ALL ASPECTS OF READING, INCLUDING PHYSIOLOGY, PSYCHOLOGY, SOCIOLOGY, AND THE TEACHING OF READING. COMPLETE INFORMATION ON THE DEVELOPMENT OF THE BIBLIOGRAPHY IS INCLUDED. (ES)

ED 012 835 **AC 000 074**
ADULT BASIC EDUCATION IN BASIC READING, LESSONS 1-10.
DANBURY PUBLIC SCHOOLS, CONN.
PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *ADULT BASIC EDUCATION, *CURRICULUM GUIDES, *READING, *TEACHING GUIDES, CONNECTICUT, DANBURY, EDUCATIONAL OBJECTIVES, INSTRUCTIONAL AIDS, LITERACY EDUCATION, TEACHING TECHNIQUES.

THIS CURRICULUM AND TEACHING GUIDE EMPLOYS READINGS GRADED IN DIFFICULTY AND GEARED TO THE INTEREST LEVEL OF ADULTS. PARALLEL READING EXERCISES FOR EACH LESSON ARE DESIGNED TO DEVELOP AUDITORY AND VISUAL DISCRIMINATION, AND THE ASSOCIATION OF SOUND, SIGHT, AND MEANING IS STRENGTHENED BY USING PHONICS AND STRUCTURAL ANALYSIS AIDS. INSTRUCTIONAL AIDS AND TEACHING PROCEDURES, INCLUDING A VOCABULARY LIST FOR HOME STUDY, ARE INCLUDED. (LY)

ED 012 836 **AC 000 076**
GRAHAM, MINNIE.
ADULT BASIC EDUCATION WORK BOOK IN BASIC ARITHMETIC. PARTS I AND II.
DANBURY PUBLIC SCHOOLS, CONN.
PUB DATE 66
EDRS PRICE MF-\$0.75 HC-\$5.84 144P.

DESCRIPTORS *ADULT BASIC EDUCATION, *ARITHMETIC, *WORKBOOKS, CONNECTICUT, DANBURY, INSTRUCTIONAL MATERIALS.

THESE WORKBOOKS, WHICH ARE USED IN THE ADULT BASIC EDUCATION PROGRAM IN DANBURY, CONNECTICUT, PROVIDE TEACHING MATERIALS AND DRILL EXERCISES IN MULTIPLICATION. PART I CONTAINS MULTIPLICATION TABLES, PROBLEMS, AND DRILL INVOLVING THE NUMERALS TWO THROUGH NINE. PART II CONTAINS PROBLEMS AND DRILL EXERCISES USING THE NUMERALS TEN TO TWELVE, NUMBERS WITH TWO AND THREE DIGITS, THE USE OF ZERO, AND DOLLARS AND CENTS, FOLLOWED BY EXERCISES TO TEST SPEED AND ACCURACY. (LY)

ED 012 837 **AC 000 452**
HARDING, LOWRY W. BURR, JAMES B.
MEN IN THE ARMED FORCES, A SERVICEMAN'S READER.
ARMED FORCES INST., MADISON, WIS.
REPORT NUMBER EDUC-MANUAL-B001
PUB DATE 66
EDRS PRICE MF-\$1.00 HC-\$10.36 257P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LITERACY EDUCATION, *MILITARY TRAINING, *READING MATERIALS, ENLISTED MEN, TEXTBOOKS.

THIS DOCUMENT PROVIDES READING MATERIAL AT A LOW LEVEL OF READING ABILITY BUT ON SUBJECTS OF INTEREST TO A SERVICEMAN, SUCH AS ARMY LIFE, THE HOME FOLKS, AND A TRIP TO WASHINGTON. EXERCISES BASED ON EVERY FEW PAGES OF THIS READER ARE PROVIDED IN "SERVICEMEN LEARN TO READ." (SM)

ED 012 838 **AC 000 453**
HARDING, LOWRY W. BURR, JAMES B.
SERVICEMEN LEARN TO READ. PRACTICE BOOK NUMBERS I AND II.
ARMED FORCES INST., MADISON, WIS.
REPORT NUMBER EDUC-MANUAL-MB-001-2
PUB DATE 66
EDRS PRICE MF-\$1.00 HC-\$9.60 238P.

DESCRIPTORS *LITERACY EDUCATION, *MILITARY TRAINING, *READING MATERIALS, *WORKBOOKS, ENLISTED MEN, INSTRUCTIONAL MATERIALS.

THIS WORKBOOK IS PLANNED TO HELP SERVICEMEN READ "MEN IN THE ARMED FORCES," AND TO DEVELOP THEIR READING ABILITY. BOOK I CONTAINS 111 LESSONS WHICH COVER 142 PAGES OF THE READER. BOOK II, IN 100 LESSONS, COVERS PAGES 144-252 OF THE READER. SIMPLE INSTRUCTIONS ARE GIVEN BUT MUST BE EXPLAINED BY THE INSTRUCTOR. (SM)

ED 012 839 **AC 000 501**
FRIENDLY, FRED W.
WORLD WITHOUT DISTANCE.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATION SATELLITES, *COSTS, *EDUCATIONAL RADIO, *EDUCATIONAL TELEVISION, *INTERAGENCY COORDINATION, BROADCAST INDUSTRY, COMMERCIAL TELEVISION, EDUCATIONAL OBJECTIVES, FINANCIAL SUPPORT, NATIONAL PROGRAMS, NET, NETWORKS, TECHNOLOGICAL ADVANCEMENT, UNITED STATES, VIDEO TAPE RECORDINGS.

THE PRESENT SYSTEM OF DISTRIBUTION OF EDUCATIONAL TELEVISION AND RADIO PROGRAMS BY AUDIO AND VIDEO TAPE IS OBSOLETE. THERE SHOULD BE SIMULTANEOUS DISTRIBUTION. THREE PROBLEMS OF EDUCATIONAL TELEVISION ARE THAT (1) COMMERCIAL NETWORKS DO NOT HAVE ENOUGH AIRTIME, (2) EDUCATIONAL TELEVISION DOES NOT HAVE ENOUGH RESOURCES, FINANCIAL OR PROFESSIONAL, AND (3) EDUCATIONAL TELEVISION COULD NOT AFFORD INTERCONNECTION TO PROVIDE SIMULTANEOUS DISTRIBUTION. THERE SHOULD BE A GLOBAL SYSTEM OF SATELLITES, WHICH WOULD DRASTICALLY REDUCE COSTS. THE SAVINGS TO BE APPLIED TO WARD FUNDING, FINANCING, AND PROGRAMING FOR EDUCATIONAL TELEVISION. AS PROPOSED IN TWO MODELS, BROADCAST NONPROFIT SATELLITE PROJECTS ONE AND TWO, 44 TO 68 CHANNELS COULD MAKE POSSIBLE LOW-PRICE INTERCONNECTION FOR COMMERCIAL NETWORKS AND FREE INTERCONNECTION FOR EDUCATIONAL RADIO AND TELEVISION STATIONS. CERTAIN PROGRESS HAS ALREADY BEEN MADE TOWARD THIS GOAL-THERE HAS BEEN DIALOGUE ABOUT COOPERATIVE PLANNING, OUR THREE PRESENT NETWORKS AMOUNT TO

A SINGLE SERVICE THROUGH SIMILAR PROGRAMING, AND INTERCONNECTION FOR EDUCATIONAL TELEVISION IS GENERALLY ACKNOWLEDGED TO BE EVENTUALLY ASSURED. THIS ARTICLE APPEARED IN THE NABE JOURNAL, PUBLISHED BI-MONTHLY BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, URBANA, ILLINOIS 61803. (EB)

ED 012 840 **AC 000 502**
MILLER, PAULA.
A YEAR OF DECISION.
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNITY AGENCIES (PUBLIC), *EDUCATIONAL RADIO, *EDUCATIONAL TELEVISION, *NETWORKS, *SOCIAL SERVICES, COMMUNITY SERVICES, FINANCIAL SUPPORT.

WE MUST LOOK AT THE NEEDS OF OUR SOCIETY AND ITS CITIZENS AND ASK TO WHAT EXTENT THE CAPACITY OF NON-COMMERCIAL BROADCASTING HAS BEEN USED TO IMPROVE THE CONDITION OF MAN. COMMERCIAL TELEVISION HAS COMMUNICATED KNOWLEDGE OF OUR SOCIAL PROBLEMS BUT THE ROLE OF NON-COMMERCIAL MEDIA IS TO HELP TO SOLVE THESE PROBLEMS. EDUCATIONAL BROADCASTING IS NOT WIDELY USED BY COMMUNITY SERVICE AGENCIES BECAUSE COUNTRYWIDE COVERAGE IS NOT PROVIDED AND THERE ARE MANY BARRIERS TO ITS USE CREATED BY THE WAY IT IS ORGANIZED, REGULATED, AND OPERATED. IF THE EDUCATIONAL BROADCASTING SYSTEM COULD PROVIDE VALUABLE SERVICE TOWARD IMPROVEMENT OF SOCIETY, SUBSTANTIAL FUNDING COULD BE CHanneLED INTO IT. AT PRESENT, THERE IS SPOTTY COVERAGE AND A MIXED SET OF PURPOSES-WE HAVE ONLY ONE STATE WITH A STATEWIDE RADIO NETWORK, YET THIS COULD BE OF INVALUABLE ASSISTANCE TO COMMUNITY SERVICES, ESPECIALLY THROUGH SUB-CHANNELS TO SPECIAL RECEIVERS. A BETTER UNDERSTANDING OF TELECOMMUNICATIONS IS ESSENTIAL FOR STATE AND LOCAL ADMINISTRATORS OF HEALTH, EDUCATION, AND COMMUNITY PROGRAMS. THIS ARTICLE APPEARED IN THE NABE JOURNAL, PUBLISHED BI-MONTHLY BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, URBANA, ILLINOIS 61803. (EB)

ED 012 841 **AC 000 503**
SUPPLEMENTAL COMMENTS OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, BEFORE THE FEDERAL COMMUNICATIONS COMMISSION, DOCKET 16495.

PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATION SATELLITES, *EDUCATIONAL TELEVISION, *FINANCIAL SUPPORT, *PROGRAM PROPOSALS, *PUBLIC TELEVISION, COMMERCIAL TELEVISION, COSTS, EDUCATIONAL OBJECTIVES, FEDERAL COMMUNICATIONS COMMISSION, FINANCIAL NEEDS, FORD FOUNDATION, NETWORKS, STATISTICAL DATA, UNITED STATES.

IN TESTIMONY BEFORE THE FEDERAL COMMUNICATIONS COMMISSION ON ESTABLISHMENT OF DOMESTIC NONCOMMON CARRIER COMMUNICATION SATELLITE FACILITIES BY NONGOVERNMENTAL ENTITIES, THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS URGED CREATION OF A NATIONWIDE, NONPROFIT "SECOND SERVICE" SERVING AS AN ALTERNATIVE TO THE MAJOR COM-

MERCIAL NETWORKS. AS PROPOSED BY THE FORD FOUNDATION, THIS BROADCASTING SERVICE WOULD ENCOMPASS EDUCATIONAL TELEVISION (ETV) OPERATIONS, TOGETHER WITH OTHER FORMS OF TELECOMMUNICATION CAPABLE OF MAKING AVAILABLE ACCUMULATED DATA AND KNOWLEDGE, WHEREVER LOCATED, EITHER FOR INSTANTANEOUS USE OR FOR STORAGE AND RETRIEVAL. STRONG LOCAL STATIONS AND STRONG STATE AND REGIONAL GROUND-BASED NETWORKS WOULD BE ESSENTIAL TO THE SYSTEM. THIS SATELLITE-AIDED SYSTEM WOULD GREATLY REDUCE COSTS AND REVOLUTIONIZE ALL FORMS OF EDUCATIONAL BROADCASTING AND INFORMATION EXCHANGE, INCLUDING ETV VIDEO TAPE DISSEMINATION AND PUBLIC SCHOOL INSTRUCTION. DOCUMENT INCLUDES STATISTICS ON EXISTING AND ANTICIPATED ETV STATIONS IN THE UNITED STATES AND A SUMMARY OF THEIR PROJECTED (1966-71) OPERATING AND CAPITAL NEEDS. (THE NAEB JOURNAL IS PUBLISHED BI-MONTHLY BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, URBANA, ILLINOIS.) THIS DOCUMENT WAS PUBLISHED IN "THE NAEB JOURNAL," JANUARY-FEBRUARY, 1967. (LY)

ED 012 842

AC 000 770

COMMENTS, AND LEGAL BRIEF AND COMMENTS, BEFORE THE FEDERAL COMMUNICATIONS COMMISSION, IN THE MATTER OF THE ESTABLISHMENT OF DOMESTIC NON-COMMON CARRIER COMMUNICATIONS-SATELLITE FACILITIES BY NON-GOVERNMENTAL ENTITIES, DOCKET 16495.

FORD FOUNDATION, NEW YORK, N.Y.

PUB DATE 01 AUG 66

EDRS PRICE MF-\$0.50 HC-\$4.40 108P.

DESCRIPTORS *COMMUNICATION SATELLITES, *EDUCATIONAL TELEVISION, *LEGAL PROBLEMS, *MEDIA TECHNOLOGY, *PUBLIC POLICY, ADMINISTRATIVE ORGANIZATION, COMMERCIAL TELEVISION, ESTIMATED COSTS, FEDERAL COMMUNICATIONS COMMISSION, FEDERAL LEGISLATION, FINANCIAL POLICY, FORD FOUNDATION, STATISTICAL DATA, UNITED STATES.

VOLUME I OF THE FORD FOUNDATION SUBMISSION TO THE FEDERAL COMMUNICATIONS COMMISSION STATES THE FOUNDATION'S COMMITMENT TO EDUCATIONAL BROADCASTING, DESCRIBES THE SCOPE, SERVICES, COMPONENTS, AND COST OF A PROPOSED NATIONAL BROADCASTERS' NON-PROFIT SATELLITE SERVICE (BNS), ASSERTS THE SOCIAL, ECONOMIC, AND OPERATIONAL BENEFITS OF SUCH A SYSTEM, AND DISCUSSES THE FEASIBILITY OF ACCOMMODATING BNS TRANSMISSION UNDER EXISTING RESTRICTIONS ON POWER DENSITY OR EVEN OF MODERATING THESE RESTRICTIONS. VOLUME II CONTAINS A LEGAL BRIEF AND ARGUMENTS IN SUPPORT OF THE FOLLOWING CONTENTIONS-(1) THAT THE COMMUNICATIONS ACT OF 1934, THE COMMUNICATIONS SATELLITE ACT OF 1962, AND THE INTERNATIONAL COMMUNICATIONS SATELLITE AGREEMENTS MADE IN 1965 DO NOT PRECLUDE CREATION OF SUCH FACILITIES BY DOMESTIC NONCOMMON CARRIERS, AND (2) THAT THE NATIONAL AND PUBLIC INTEREST WOULD BE SERVED BY AUTHORIZING A NONPROFIT CORPORATION TO ESTABLISH AND OPERATE SUCH FACILITIES FOR NATIONAL COMMERCIAL AND NONCOMMERCIAL TELEVISION. DOCUMENT INCLUDES A GLOSSARY, 10 TECHNICAL CHARTS AND FIGURES, AND FIVE TABLES. (LY)

ED 012 843

AC 000 771

PUBLIC POLICY ISSUES, REPLY LEGAL BRIEF, AND TECHNICAL AND ECONOMIC DATA, BEFORE THE FEDERAL COMMUNICATIONS COMMISSION, IN THE MATTER OF THE ESTABLISHMENT OF DOMESTIC COMMUNICATIONS SATELLITE FACILITIES BY NON-GOVERNMENTAL ENTITIES, DOCKET 16495.

FORD FOUNDATION, NEW YORK, N.Y.

PUB DATE 12 DEC 66

EDRS PRICE MF-\$1.25 HC-\$13.24 329P.

DESCRIPTORS *COMMUNICATION SATELLITES, *EDUCATIONAL TELEVISION, *LEGAL PROBLEMS, *MEDIA TECHNOLOGY, *PUBLIC POLICY, ADMINISTRATIVE ORGANIZATION, COMMERCIAL TELEVISION, FEASIBILITY STUDIES, FEDERAL COMMUNICATIONS COMMISSION, FEDERAL LEGISLATION, FINANCIAL POLICY, FINANCIAL SUPPORT, FORD FOUNDATION, INSTRUCTIONAL TELEVISION, INTERNATIONAL BUSINESS MACHINES, MODELS, NETWORKS, NEW YORK CITY, PROGRAM COSTS, STATISTICAL DATA, UNITED STATES.

THE THREE PARTS OF THIS FORD FOUNDATION SUBMISSION PROVIDE INFORMATION ON BROAD ISSUES OF ORGANIZATION AND PUBLIC POLICY AS THEY RELATE TO SATELLITE MODEL SYSTEMS BNS-3 AND BNS-4, ON LEGAL PROBLEMS OF AUTHORIZATION AND CONTROL, AND ON THE TECHNICAL CHARACTERISTICS, COSTS, AND BROADCAST SPECTRUM LIMITATIONS OF EACH SYSTEM. VOLUME I OUTLINES FINANCIAL ISSUES (POTENTIAL SAVINGS AND POSSIBLE TAX REVENUES), REVIEWS THE USES AND IMPLICATIONS OF NONCOMMERCIAL AND INSTRUCTIONAL TELEVISION IN THE UNITED STATES AND ABROAD, AND SUGGESTS THE PATTERN OF SERVICE TO BE FOLLOWED IN THE SATELLITE SYSTEM. IN VOLUME II, NUMEROUS LEGAL PRECEDENTS ARE INTRODUCED AFFIRMING FCC POWER TO AUTHORIZE SUCH SYSTEMS AND THE COMPATIBILITY OF THE PROPOSAL WITH THE PUBLIC AND NATIONAL INTEREST. VOLUME III INCLUDES BACKGROUND MATTER ON COMMON CARRIERS AND EXISTING NETWORKS, AND CHARTS AND FIGURES ON SATELLITE TRANSMISSION, MICROWAVE RELAY, AND ELECTROMAGNETIC INTERFERENCE. THE STUDY MADE BY IBM, OF POTENTIAL INTERFERENCE IN THE GREATER NEW YORK CITY AREA IN A SEVERE RAINSTORM, IS INCLUDED. (LY)

ED 012 844

AC 000 772

PUBLIC INTEREST ISSUES, AND SUPPLEMENTAL LEGAL BRIEF, BEFORE THE FEDERAL COMMUNICATIONS COMMISSION, IN THE MATTER OF THE ESTABLISHMENT OF DOMESTIC COMMUNICATIONS SATELLITE FACILITIES BY NON-GOVERNMENTAL ENTITIES, DOCKET 16495.

FORD FOUNDATION, NEW YORK, N.Y.

PUB DATE 03 APR 67

EDRS PRICE MF-\$0.50 HC-\$4.64 114P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *COMMUNICATION SATELLITES, *INTERAGENCY COOPERATION, *LEGAL PROBLEMS, *PUBLIC TELEVISION, AMERICAN TELEPHONE AND TELEGRAPH, COMMERCIAL TELEVISION, COMSAT, EXPERIMENTAL PROJECTS, FEDERAL COMMUNICATIONS COMMISSION, FEDERAL LEGISLATION, FINANCIAL POLICY, FORD FOUNDATION, PROGRAM COSTS, PROGRAMING, PUBLIC POLICY, STATISTICAL DATA, UNITED STATES.

VOLUME I OF THE FORD FOUNDATION RESPONSE TO THE ORIGINAL AND SUP-

PLEMENTAL FEDERAL COMMUNICATIONS COMMISSION (FCC) NOTES OF INQUIRY CONTAINS SUGGESTIONS FOR CO-OPERATION BETWEEN THE PROPOSED SYSTEMS OF THE CORPORATION FOR PUBLIC TELEVISION (CPTV) AND THE BROADCASTERS' NONPROFIT SATELLITE CORPORATION (BNSC) ON STRUCTURE, FISCAL POLICY, AND PROGRAMING, SENATE AND PRESIDENTIAL PROPOSALS FOR CPTV, THE PRESIDENT'S ORDER FOR A NATIONAL TEST SATELLITE PROGRAM, THE FORD FOUNDATION STATEMENTS ON PERTINENT ISSUES, AND ITS RECOMMENDATIONS FOR A FAVORABLE FCC POLICY DECLARATION ON BNSC. TESTIMONY IN VOLUME II, PRIMARILY A REPLY TO OBJECTIONS RAISED IN THE COMSAT SUPPLEMENTAL BRIEF OF DECEMBER 1966, ASSERTS THE POWER OF THE FCC TO AUTHORIZE NONCOMMON CARRIER COMMUNICATION SATELLITE FACILITIES TO MEET SPECIALIZED DOMESTIC NEEDS, AND ARGUES THAT THE PROPOSED ORGANIZATION AND OPERATIONS OF BNSC WOULD NOT CONFLICT WITH OTHER LEGISLATION. (VOLUME I INCLUDES APPENDICES WHICH COMPARE AND CRITICALLY EVALUATE SATELLITE SYSTEM PROPOSALS MADE BY THE FORD FOUNDATION, COMSAT, AND AMERICAN TELEPHONE AND TELEGRAPH COMPANY.) (LY)

ED 012 845

AC 001 103

ALEXANDER, FRANK D.

STUDY OF FIRST-YEAR 4-H CLUB LEADERS IN NEW YORK STATE-TENURE, CHARACTERISTICS OF LEADERS AND EVALUATION OF JOB PERFORMANCE BY 4-H AGENTS.

STATE UNIV. OF N.Y., ITHACA

REPORT NUMBER EXT-STUD-12-AND-SUPPL

PUB DATE MAR 66

EDRS PRICE MF-\$1.00 HC-\$10.20 253P.

DESCRIPTORS *JOB ANALYSIS, *JOB TENURE, *PARTICIPANT CHARACTERISTICS, *TASK PERFORMANCE, *YOUTH LEADERS, COOPERATIVE EXTENSION SERVICE, EVALUATION, EXTENSION AGENTS, LEADERSHIP TRAINING, NEW YORK STATE, QUESTIONNAIRES, ROLE PERCEPTION, RURAL EXTENSION, STATISTICAL DATA, YOUTH CLUBS, 4 H CLUBS.

TO DETERMINE THE FACTORS RELATED TO FIRST-YEAR 4-H LEADERS' CONTINUING IN OR DROPPING OUT OF 4-H WORK AND TO ANALYZE RELATIONSHIPS AMONG CHARACTERISTICS OF A SAMPLE OF FIRST-YEAR 4-H LEADERS AND THE EVALUATION BY THEIR 4-H AGENTS OF JOBS PERFORMED AND NOT PERFORMED, IN 1961 QUESTIONNAIRES AND PERSONALITY TESTS WERE GIVEN TO 527 FIRST-YEAR 4-H LEADERS IN NEW YORK WHO WERE PART OF A NORTHEASTERN REGIONAL SAMPLE. QUESTIONNAIRES WERE ALSO ADMINISTERED IN 1961 AND 1962 TO 4-H AGENTS IN THE COUNTIES FROM WHICH THE LEADERS CAME. MAJOR PERSONAL CHARACTERISTICS OF THE SAMPLE ARE OUTLINED AND THEN RELATED TO TENURE. IMPLICATIONS OF THE FINDINGS ARE RELEVANT IN TRAINING AGENTS TO TRAIN LEADERS. IN THE SUPPLEMENT, DISTRIBUTION OF JOBS ACCORDING TO THE NUMBER OF FIRST-YEAR 4-H LEADERS PERFORMING AND NOT PERFORMING THEM, AND THE PERCEPTIONS OF 4-H AGENTS AND STATE LEADERS OF 4-H LEADERS' JOBS ARE PRESENTED IN TABLES. APPENDICES INCLUDE QUESTIONNAIRES. DOCUMENT AVAILABLE FROM OFFICE OF EXTENSION STUDIES, NEW YORK STATE COL-

LEGES OF AGRICULTURE AND HOME ECONOMICS, CONTRACT COLLEGES OF THE STATE UNIVERSITY AT CORNELL UNIVERSITY, ITHACA, NEW YORK. (AJ)

ED 012 846

AC 001 107

BAILEY, NANCY

LEARNING IN ADULTHOOD, THE ROLE OF INTELLIGENCE.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AGE DIFFERENCES, *INTELLIGENCE, *SEX DIFFERENCES, ACHIEVEMENT, ADULT CHARACTERISTICS, ADULT LEARNING, BERKELEY GROWTH STUDY, CALIFORNIA, COGNITIVE ABILITY, EDUCATIONAL BACKGROUND, INTELLIGENCE DIFFERENCES, INTELLIGENCE QUOTIENT, INTELLIGENCE TESTS, LONGITUDINAL STUDIES, NONVERBAL ABILITY, RESEARCH, SOCIOECONOMIC INFLUENCES, TERMAN CONCEPT MASTERY TEST, VERBAL ABILITY, WECHSLER ADULT INTELLIGENCE SCALE, WECHSLER BELLEVUE TEST.

IN THE LONGITUDINAL BERKELEY GROWTH STUDY, SUBJECTS WERE TESTED AT 16, 18, 21, AND 26 YEARS ON THE WECHSLER-BELLEVUE, AND AT 36 YEARS ON THE WECHSLER ADULT INTELLIGENCE SCALE, WHICH CONTAIN BOTH VERBAL AND NON-VERBAL SUBSCALES. THE MOST CONSISTENT INCREASES IN MEAN SCORES OVER THE PERIOD WERE IN INFORMATION, VOCABULARY, AND COMPREHENSION, DIGIT SPAN AND ARITHMETIC SCORES LEVELED OFF, AND WOMEN'S SCORES ON SEVERAL TESTS DECLINED AFTER AGE 26. TEST-RETEST CORRELATIONS DURING AGES 16-26 WERE MORE CONSISTENT AMONG MEN THAN AMONG WOMEN, MOST NOTABLY IN VOCABULARY AND INFORMATION, LESS SO IN SIMILARITIES, DIGIT SPAN, AND BLOCK DESIGN. BY CONTRAST, CHILDHOOD SCORES OF MALES WERE LESS STABLE THAN THOSE OF FEMALES, SUGGESTING SEX-LINKED, DIFFERENTLY-TIMED INTELLIGENCE FACTORS INFLUENCING ADULT MENTAL PERFORMANCE. FINALLY, AT AGE 36, MEN SEEMED TO BE ACHIEVING CLOSER TO CAPACITY THAN WOMEN. IT WAS CONCLUDED THAT MOTIVATION, DRIVE, AND TIME, RATHER THAN SMALL VARIATIONS IN INTELLIGENCE, MIGHT BE THE IMPORTANT DETERMINERS FOR LEARNING IN ADULTS. (DOCUMENT INCLUDES 22 REFERENCES, FIVE CHARTS, AND A BRIEF RESEARCH REVIEW.) THIS DOCUMENT IS CHAPTER 8 OF "ANALYSIS OF CONCEPT LEARNING," PUBLISHED BY ACADEMIC PRESS, 111 FIFTH AVENUE, NEW YORK, NEW YORK 10003, IN 1966, FOR \$8.50. (LY)

ED 012 847

AC 001 119

LIMBACHER, JAMES L.

USING FILMS, A HANDBOOK FOR THE PROGRAM PLANNER.

EDUCATIONAL FILM LIBRARY ASSN. INC., NEW YORK, N.Y.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOVISUAL AIDS, *COMMUNITY RESOURCES, *FILMS, *PROGRAM PLANNING, ANNOTATED BIBLIOGRAPHIES, CHURCH PROGRAMS, COLLEGES, DISCUSSION GROUPS, HOME PROGRAMS, INSTRUCTIONAL FILMS, MUSEUMS, ORGANIZATIONS (GROUPS), PROJECTION EQUIPMENT, PROMOTION (PUBLICIZE), PUBLIC LIBRARIES, REFERENCE MATERIALS, SCHOOLS, YOUNG ADULTS,

THIS HANDBOOK FOR PROGRAM PLANNERS HAS CHAPTERS ON EVERY TYPE OF FILM USE, WRITTEN BY PEOPLE ACTIVE IN THE FILM FIELD IN THEIR OWN COMMUNITIES-PROGRAM PLANNING, FILM EVALUATION, PRESENTATION AND PROMOTION, FILMS IN SMALL TOWNS, IN PUBLIC LIBRARIES, IN MUSEUMS, USED FOR DISCUSSION GROUPS, COMMUNITY AND COLLEGE FILM SOCIETIES, SCHOOL, CHURCH, AND HOME FILM PROGRAMS, FILM FESTIVALS, AND FILMS USED WITH YOUNG PEOPLE. MAJOR FILM ORGANIZATIONS ARE DESCRIBED AND THERE IS AN ANNOTATED BIBLIOGRAPHY OF PUBLICATIONS AND PERIODICALS DEALING WITH FILMS, A SELECTED LIST OF SOURCES OF FREE FILMS, AND MAJOR FILM LIBRARIES FOR RENTAL AND PURCHASE. THIS DOCUMENT IS AVAILABLE FROM EDUCATIONAL FILM LIBRARY ASSOCIATION, INC., 250 WEST 57TH ST., NEW YORK CITY 10019, FOR \$3.50. (AJ)

ED 012 848

AC 001 124

BASS, BERNARD M. VAUGHAN, JAMES A. TRAINING IN INDUSTRY-THE MANAGEMENT OF LEARNING.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDUSTRIAL TRAINING, *LEARNING PROCESSES, *MANAGEMENT EDUCATION, *TRAINING TECHNIQUES, ADULT LEARNING, EDUCATIONAL NEEDS, EVALUATION TECHNIQUES, INDIVIDUAL CHARACTERISTICS, INSTRUCTIONAL TECHNOLOGY, LEARNING THEORIES, PROGRAM ADMINISTRATION, PROGRAM CONTENT, PROGRAM EVALUATION, PROGRAM PLANNING, TEACHING METHODS, TRAINING OBJECTIVES.

THE PRINCIPLES OF LEARNING BEHAVIOR DERIVED THROUGH LABORATORY STUDY CAN BE EXTENDED TO EXPLAIN MUCH OF THE COMPLEX LEARNING REQUIRED IN INDUSTRIAL TRAINING PROGRAMS. A REVIEW OF THE BASIC PRINCIPLES OF HUMAN LEARNING INTRODUCES FOUR BASIC CONCEPTS-DRIVE, STIMULUS, RESPONSE, AND REINFORCER-AND DISCUSSES CLASSICAL AND INSTRUMENTAL CONDITIONING AND HIGHER FORMS OF LEARNING. THE STRATEGY OF TRAINING INVOLVES THREE STEPS-(1) STATEMENTS OF THE CONTENT OF THE TRAINING PROGRAM, CHARACTERISTICS OF THE LEARNER AND HIS ENVIRONMENT, THE OVER-ALL ORGANIZATIONAL CLIMATE, AND THE RELATION OF TRAINING TO COMPANY GOALS, (2) DECISIONS ABOUT HOW AND BY WHOM THE CONTENT WILL BE TAUGHT, INCLUDING DISCUSSION OF BOTH CURRENT INDUSTRIAL TRAINING TECHNIQUES AND PROMISING INNOVATIONS AND THE EXTENT TO WHICH THEY CONFORM TO THE PRINCIPLES OF LEARNING, AND (3) ADMINISTRATION AND EVALUATION OF THE TRAINING PROGRAM. TRAINING NEEDS AND THE EFFECTIVENESS OF TRAINING PROGRAMS MUST BE ASSESSED CONTINUOUSLY IN A CAREFULLY DESIGNED AND EXECUTED RESEARCH PROGRAM. THIS DOCUMENT IS AVAILABLE FROM WADSWORTH PUBLISHING COMPANY, INC., BELMONT, CALIFORNIA. (AJ)

ED 012 849

AC 001 195

MURTON, BONNIE J. AND OTHERS

HOME MANAGEMENT AIDES, A HOME SKILLS TEACHING SERVICE FOR LOW INCOME MOTHERS.

HENNEPIN COUNTY COMMUNITY

HEALTH AND WELFARE COUNCIL
PUB DATE FEB 66

EDRS PRICE MF-\$0.50 HC-\$2.60 63P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *ECONOMICALLY DISADVANTAGED, *HOMEMAKING SKILLS, *WELFARE RECIPIENTS, BUDGETING, CLIENT CASEWORKERS, COMMUNITY INVOLVEMENT, FAMILY LIFE, FATHERLESS FAMILY, HOME MANAGEMENT, INDIGENOUS PERSONNEL, INDIVIDUAL INSTRUCTION, INSERVICE EDUCATION, LOW INCOME GROUPS, MINNEAPOLIS, PERSONNEL SELECTION, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, SEWING INSTRUCTION, STATISTICAL DATA, TRAINING TECHNIQUES, URBAN AREAS.

ABOUT 25 PERCENT OF ALL AID FOR DEPENDENT CHILDREN CASES IN THE CITY OF MINNEAPOLIS WERE IN TWO YOUTH DEVELOPMENT PROJECT TARGET AREAS WHERE MOTHERS OFTEN LACKED HOME MANAGEMENT SKILLS NECESSARY TO REAR THEIR CHILDREN. AS ONE OF SEVERAL DEMONSTRATION PROGRAMS TO PREVENT AND ALLEVIATE PROBLEMS OF DELINQUENCY, IN 1964 FOUR HOME MANAGEMENT AIDES (HMA) WERE HIRED BY THE HENNEPIN COUNTY WELFARE DEPARTMENT TO PROVIDE PRACTICAL ASSISTANCE TO MOTHERS IN THE AREAS OF SHOPPING, HOME MAINTENANCE, BUDGETING, CHILD CARE, CLOTHING SELECTION AND MAINTENANCE, FOOD AND NUTRITION, AND FINDING ADEQUATE HOUSING. IN THE FIRST YEAR 309 CASES WERE REFERRED TO HMA BY THE WELFARE CASEWORKERS. THE AIDE'S WORK WITH THE MOTHERS ON AN INDIVIDUAL BASIS IN THEIR HOMES WAS LATER AUGMENTED BY ONCE-A-WEEK CLASSES IN SEWING AND HOME MANAGEMENT. RESPONSE TO THE PROGRAM WAS SO FAVORABLE THAT THE WELFARE DEPARTMENT DOUBLED THE NUMBER OF AIDES AND WAS CONSIDERING FURTHER EXPANSION. (ADMINISTRATIVE DETAILS OF STAFF SELECTION AND TRAINING, BUDGET, OPERATING STATISTICS, COMMUNITY INVOLVEMENT, EVALUATION METHODS, PUBLIC WELFARE MANUAL, AND COURSE OUTLINE ARE GIVEN.) (COMMUNITY HEALTH AND WELFARE COUNCIL, 404 SOUTH 8TH ST., MINNEAPOLIS, MINNESOTA) (AJ)

ED 012 850

AC 001 218

WHIPPLE, JAMES B.

A CRITICAL BALANCE, HISTORY OF CSLEA. CENTER FOR THE STUDY OF LIBERAL

EDUC. FOR ADULTS

REPORT NUMBER 55

PUB DATE MAY 67

EDRS PRICE MF-\$0.50 HC-\$2.60 63P.

DESCRIPTORS *ADULT EDUCATION, *EDUCATIONAL PHILOSOPHY, *GENERAL EDUCATION, *HISTORICAL REVIEWS, *PROFESSIONAL ASSOCIATIONS, ADULT LEARNING, BOSTON UNIVERSITY, CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS, EDUCATIONAL OBJECTIVES, EVENING COLLEGES, FINANCIAL SUPPORT, FUND FOR ADULT EDUCATION, GROUP DISCUSSION, HIGHER EDUCATION, INNOVATION, LEADERSHIP TRAINING, PROGRAM CONTENT, PROGRAM IMPROVEMENT, UNIVERSITIES, UNIVERSITY EXTENSION.

THE CHANGING CHARACTER OF THE CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS (CSLEA) FROM 1950-1966 AND THE RELATIONSHIP OF CSLEA TO THE FUND FOR ADULT EDUCATION (FAE) THROUGH THE YEARS ARE STRESSED IN THIS HISTORY. DURING THE

FIRST PHASE (1951-1955), THE CENTER'S ROLE WAS REFLECTIVE--IT STUDIED ADULT NEEDS AND ENCOURAGED LIBERAL ADULT EDUCATION CLASSES, COMMUNITY PROGRAMS, AND PROFESSIONAL LEADERSHIP. DURING THE SECOND PHASE (1956-1961) AN OPERATIONAL ROLE WAS ADDED, IN WHICH RESEARCH, PUBLICATION, INNOVATION AND FIELD WORK, AND CONSULTATION WERE CARRIED ON. WITH THE DISSOLUTION OF THE FAE IN 1961, THE CENTER FACED BUDGET AND INCREASED ANTI-LIBERAL PRESSURES. IT BECAME AFFILIATED WITH BOSTON UNIVERSITY IN 1964. THE PRESENT ROLE OF CSLEA IS MAINLY OPERATIONAL, MORE "NON-LIBERAL," AND MORE PREOCCUPIED WITH THE INSTRUMENTS OF HIGHER ADULT EDUCATION SUCH AS THE NEGRO COLLEGE PROJECT. AN ATTEMPT IS BEING MADE TO ACHIEVE A NEW BALANCE BETWEEN THE REFLECTIVE AND OPERATIONAL ROLES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS, 138 MOUNT-FORT ST., BROOKLINE, MASSACHUSETTS 02146, FOR \$1.50. (PT)

ED 012 851

AC 001 227

GLOVER, J.H.

MANUFACTURING PROCESS FUNCTIONS--I. AN ALTERNATIVE MODEL AND ITS COMPARISON WITH EXISTING FUNCTIONS (AND II. SELECTION OF TRAINEES AND CONTROL OF THEIR PROGRESS.

INSTITUTION OF PROD. ENGINEERS, LONDON (ENGLAND)

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION TECHNIQUES, *INDUSTRIAL TRAINING, *JOB SKILLS, *LEARNING PROCESSES, *TIME FACTORS (LEARNING), MODELS, MOTIVATION, ON THE JOB TRAINING, PERFORMANCE FACTORS, PERSONNEL SELECTION, PLATEAUS (LEARNING), PREDICTION, RESEARCH, SEMISKILLED OCCUPATIONS, SKILL DEVELOPMENT, STATISTICAL DATA, SUPERVISION.

THE CHIEF OBJECTIVE OF THIS STUDY OF SPEED-SKILL ACQUISITION WAS TO FIND A MATHEMATICAL MODEL CAPABLE OF SIMPLE GRAPHIC INTERPRETATION FOR INDUSTRIAL TRAINING AND PRODUCTION SCHEDULING AT THE SHOP FLOOR LEVEL. STUDIES OF MIDDLE SKILL DEVELOPMENT IN MACHINE AND VEHICLE ASSEMBLY, AIRCRAFT PRODUCTION, SPOOLMAKING AND THE MACHINING OF PARTS CONFIRMED THE APPLICABILITY OF THE MODEL, NOT ONLY TO INDIVIDUAL LEARNING, BUT ALSO TO ALL KINDS OF LEARNING IN INDUSTRY. MOREOVER, THE CULOG (CUMULATIVE OUTPUT VERSUS TIME WITH LOGARITHMIC COORDINATES) METHOD OF PLOTTING LEARNING CURVES PRODUCES A STRAIGHT LINE, WHICH IS EASY TO CONSTRUCT, READILY UNDERSTOOD BY OPERATORS AND OTHER SHOP FLOOR STAFF, AND USEFUL IN MONITORING AND PREDICTING EMPLOYEE PERFORMANCE. CULOG PLOTTING CAN BE USED TO DETECT AND CORRECT LEARNING PLATEAUS (SHOWN AS REDUCED SLOPE), SETTING GOALS FOR INDIVIDUAL TRAINING, MOTIVATING WORKERS TO PERFORM BETTER, AND AID IN TRAINEE SELECTION AND EVALUATION. (THE DOCUMENT INCLUDES CASE STUDIES PERFORMED OR CITED BY THE AUTHOR, NUMEROUS EQUATIONS, 20 FIGURES AND TABLES, 24 REFERENCES, AND SUMMARIES IN ENGLISH, FRENCH, AND GERMAN.) THIS IN-

TERNATIONAL JOURNAL OF PRODUCTION RESEARCH IS PUBLISHED BY THE INSTITUTION OF PRODUCTION ENGINEERS, 10 CHESTERFIELD STREET, LONDON, W.1, ENGLAND. (AUTHOR/LY)

ED 012 852

AC 001 231

HOLLIS, JENNIE-CLYDE

CURRICULUM GUIDE TO ADULT BASIC EDUCATION, INTERMEDIATE LEVEL.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-13031

PUB DATE 66

EDRS PRICE MF-\$1.00 HC-\$9.52 236P.

DESCRIPTORS *ADULT BASIC EDUCATION *CURRICULUM GUIDES, *READING INSTRUCTION, *TEACHING GUIDES, ARITHMETIC, AUDIOVISUAL AIDS, ENGLISH (SECOND LANGUAGE), HANDWRITING, LITERACY EDUCATION, SCIENCE INSTRUCTION, SCREENING TESTS, SOCIAL STUDIES, TESTING.

TO MEET THE NEEDS OF THE UNDER-EDUCATED WHOSE SKILLS APPROXIMATE FOURTH TO EIGHTH GRADE READING LEVEL AND THOSE FOR WHOM LEARNING ENGLISH AS A NEW LANGUAGE IS THE FIRST STEP IN JOB TRAINING, 20 OCCUPATIONALLY-ORIENTED UNITS OF INSTRUCTION IN READING AND RELATED SKILLS AND A SECTION ON TEACHING THE COURSE ARE OUTLINED. UNITS, PLANNED FOR 20 40-HOUR WEEKS, ARE PRESENTED SEQUENTIALLY IN GRADED ORDER, AND IN EACH ONE THE PREVIOUS UNIT IS REVIEWED AS THE BASIS OF NEW LEARNING. PRIMARY EMPHASIS IS ON READING, BUT ARITHMETIC, SPEECH, HANDWRITING, THE SOCIAL STUDIES, AND SCIENCE ARE PRESENTED CONCURRENTLY, MAKING EACH UNIT AND EACH DAY'S INSTRUCTION AN INTERRELATED WHOLE. SUGGESTIONS ON TEACHER PREPARATION, TEACHING AIDS, AND METHODOLOGY ARE BUILT INTO THE UNITS. THESE ARE REINFORCED BY THE SECOND PART OF THE GUIDE--TEACHING THE COURSE--WHICH INCLUDES A DAILY SCHEDULE, A SAMPLE UNIT PLAN, SUGGESTIONS FOR DRILLS, EXERCISES, TESTING, AND USING VISUAL AIDS, AND GUIDES TO RELATED SUBJECTS. APPENDICES ARE--A WORD LIST, EVALUATING INSTRUCTIONAL MATERIAL, ENGLISH AS A SECOND LANGUAGE, READABLE WRITING, AND SIMPLIFIED PLAN FOR SCREENING PROSPECTIVE STUDENTS. THIS DOCUMENT, FS 5.213 13031, IS ALSO AVAILABLE FROM U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402, FOR \$1.50. (AJ)

ED 012 853

AC 001 247

PROGRESS AND EVALUATION REPORT, A SUMMARY OF ACTIVITIES IN TENNESSEE UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. AN HISTORICAL AND EVALUATIVE REPORT OF FISCAL YEAR 1966 AND FISCAL YEAR 1967 PROGRAMS--JULY 1, 1965 TO JUNE 30, 1967.

TENNESSEE UNIV., KNOXVILLE

PUB DATE 03 AUG 67

EDRS PRICE MF-\$0.50 HC-\$2.92 71P.

DESCRIPTORS *COMMUNITY SERVICE PROGRAMS, *EDUCATIONAL OBJECTIVES, *PROGRAM DESCRIPTIONS, *PROGRAM EVALUATION, *PROGRAM PROPOSALS, COMMUNITY PROBLEMS, FAMILY SERVICES, FINANCIAL SUPPORT, HEALTH SERVICES, HIGHER EDUCATION ACT OF 1965, INSERVICE EDUCATION, LEADERSHIP TRAINING, LOW INCOME GROUPS,

PROFESSIONAL CONTINUING EDUCATION, TENNESSEE, URBAN AREAS.

THE UNIVERSITY OF TENNESSEE, DESIGNATED THE STATE AGENCY UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965, HAS ADMINISTERED IN 13 MONTHS MORE THAN HALF A MILLION DOLLARS IN APPROVED PROGRAMS, WHICH PROVIDE CONTINUING EDUCATION AND COMMUNITY SERVICE PROGRAMS TO ADVANCE HIGHER EDUCATION. A 20-MEMBER STATE ADVISORY COUNCIL, COMPOSED OF ACADEMIC, BUSINESS, LABOR, AND CIVIC LEADERS, ASSISTS THE STATE AGENCY IN DEVELOPING AND ADMINISTERING THE TENNESSEE PLAN. THE 21 PROPOSALS FOR 1966 INVOLVED THE PARTICIPATION OF 17 COLLEGES AND UNIVERSITIES AND 14 PARTICIPATED IN THE 12 1967 PROJECTS. ELEVEN OF THE 1967 PROPOSALS ARE CONTINUATIONS OF THOSE OF 1966. EACH TITLE I PROGRESS AND EVALUATION REPORT INCLUDES A STATEMENT OF THE PROBLEM, DESCRIPTIONS OF PROGRAM OBJECTIVES, ACTIVITIES, IDENTIFICATION, AND STATUS, INSTITUTIONAL EVALUATION, AND STATE AGENCY RECOMMENDATIONS. PROGRAM EVALUATIONS WERE PREPARED FROM DATA CONTAINED IN THE PROPOSAL FORM, THE NOTICE OF ACTIVATION, AND THE QUARTERLY PROGRESS AND EVALUATION REPORTS WITH THEIR ATTACHMENTS, INCLUDING BROCHURES, PUBLICITY, PROGRAM ROSTERS, AND EVALUATION INSTRUMENTS. (AJ)

ED 012 854

AC 001 251

FITZSIMMONS, JOHN J. AND OTHERS

A PROPOSED PROGRAM FOR A CURRICULUM DEVELOPMENT LABORATORY FOR UNEMPLOYED OUT-OF-SCHOOL YOUTH, 16 TO 21 YEARS OF AGE.

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$4.48 110P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *OUT OF SCHOOL YOUTH, *PROGRAM DEVELOPMENT, *UNEMPLOYED, ADMINISTRATIVE ORGANIZATION, ARITHMETIC, LANGUAGE INSTRUCTION, ON THE JOB TRAINING, PARTICIPANT CHARACTERISTICS, PROGRAM CONTENT, PROGRAM PROPOSALS, READING INSTRUCTION, SKILL CENTERS, STAFF IMPROVEMENT, STUDENT RECRUITMENT, TEACHER QUALIFICATIONS, TRAINING OBJECTIVES, VOCATIONAL COUNSELING, WORK EXPERIENCE PROGRAMS, YOUNG ADULTS.

A FIVE-MEMBER CONSULTANT TEAM, DURING THE SUMMER OF 1966, DEVELOPED A PROGRAM FOR OUT-OF-SCHOOL YOUTH WHICH WOULD RELATE WORK AND STUDY AND PROVIDE ON-THE-JOB TRAINING WITH THE ULTIMATE GOALS OF PLACING PARTICIPANTS IN SUITABLE VOCATIONS AND ASSISTING THEIR RETURN TO FORMAL EDUCATION LEADING TO A HIGH SCHOOL DIPLOMA. THIS PROPOSAL OUTLINES PROGRAM GOALS, ORGANIZATIONAL STRUCTURE (CHAIN OF AUTHORITY, ADVISORY BOARD, STAFF RESPONSIBILITY), CENTER POPULATION (SELECTION, RECRUITMENT, DESCRIPTION TO BE SENT TO AGENCIES), TEACHER QUALIFICATIONS (PERSONALITY, SKILLS, BACKGROUND), STAFF TRAINING PROGRAM (ORIENTATION, OVERVIEW OF STAFF APPROACH), CENTER PROGRAM (SCHEDULE, PHYSICAL FACILITIES, STUDENT SALARIES), AND COORDINATING

ACTIVITIES (MEETINGS, EVALUATION, STUDENT INVOLVEMENT IN DECISION MAKING, ADVISORY COUNCIL, AND PLANNING). APPENDICES INCLUDE SCHEDULES, LANGUAGE, READING, AND COMPUTATION CURRICULUMS, DESCRIPTIONS OF INTERACTION SEMINARS, AUDIO-VISUAL AIDS AND MECHANICAL DEVICES, AND BIBLIOGRAPHIES. (AJ)

ED 012 855 AC 001 258

EVALUATION OF EOA NEIGHBORHOOD CENTERS, ADULT BASIC EDUCATION, 1965-1966.

OAKLAND UNIFIED SCHOOL DISTRICT, CALIF.

REPORT NUMBER RR-8

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *ADULT BASIC EDUCATION, *NEIGHBORHOOD CENTERS, *PROGRAM EVALUATION, ACADEMIC ACHIEVEMENT, ADULT DROPOUTS, ARITHMETIC, CALIFORNIA, COUNSELOR EVALUATION, OAKLAND, PARTICIPANT CHARACTERISTICS, QUESTIONNAIRES, READING, RESEARCH, SPELLING, STATISTICAL DATA, TEACHER EVALUATION, TEST RESULTS, TEST VALIDITY, TESTING.

A FIRST-YEAR EVALUATION WAS MADE OF SEVEN NEIGHBORHOOD CENTERS IN OAKLAND, CALIFORNIA, SET UP TO PROVIDE REMEDIAL INSTRUCTION IN BASIC EDUCATION AND IN METHODS OF SEEKING AND APPLYING FOR EMPLOYMENT, OFFERED UNDER THE ECONOMIC OPPORTUNITY ACT. PARTICIPANTS RANGED WIDELY IN AGE, (21-76) WITH A GREAT NUMBER IN THE ADVANCED AGE GROUP. THEIR EDUCATIONAL LEVEL WAS TYPICALLY IN THE UPPER ELEMENTARY YEARS. BECAUSE OF IRREGULARITY IN ATTENDANCE, TESTING WAS ADMINISTERED TO ONLY 37 OF THE PARTICIPANTS. THE GATES READING TEST WAS USED FOR WORD RECOGNITION AND PARAGRAPH READING, THE CALIFORNIA ARITHMETIC TEST FOR REASONING AND FUNDAMENTALS, AND THE OAKLAND PUBLIC SCHOOLS PRIMARY WORD LIST FOR SPELLING. MODEST BUT SIGNIFICANT GAINS WERE MADE IN READING. GAINS IN ARITHMETIC WERE ABOUT TWICE THAT IN READING AND REFLECTED MONTH-FOR-MONTH GAINS ON THE AVERAGE. A SMALL BUT SIGNIFICANT GAIN WAS NOTED IN SPELLING. TEN OF THE 37 PARTICIPANTS OBTAINED PERFECT SCORES ON THE SPELLING TEST, A FACT WHICH RAISED THE QUESTION OF THE SUITABILITY OF THIS TEST FOR SUCH POPULATIONS. STAFF NOTICED POSITIVE CHANGES IN STUDENT ATTITUDES AND SELF-PERCEPTIONS AND STUDENT REACTIONS WERE FAVORABLE. (THE APPENDIX INCLUDES EVALUATIONS OF THE CENTERS BY TEACHERS, COUNSELORS, AND PARTICIPANTS.) (SM)

ED 012 856 AC 001 259

EVALUATION OF THE EOA BASIC EDUCATION PROGRAM, 1965-66.

OAKLAND UNIFIED SCHOOL DISTRICT, CALIF.

REPORT NUMBER RR-11

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *ADULT BASIC EDUCATION, *CULTURALLY DISADVANTAGED, *ENGLISH (SECOND LANGUAGE), *PROGRAM EVALUATION, *REMEDIAL INSTRUCTION, ACADEMIC ACHIEVEMENT,

ECONOMIC OPPORTUNITY ACT, LANGUAGE SKILLS, MOTIVATION, NON ENGLISH SPEAKING, OAKLAND, RATING SCALES, SELF CONCEPT, SOCIAL SCIENCES, STANFORD ACHIEVEMENT TEST, STUDENT EVALUATION, TEACHER EVALUATION, TEST VALIDITY, TRAINING ALLOWANCES.

CLASSES IN BASIC EDUCATION AND ENGLISH FOR FOREIGN-SPEAKING PERSONS, FUNDED BY THE ECONOMIC OPPORTUNITY ACT (EOA), WERE BEGUN IN JANUARY 1965 IN ADULT DAY SCHOOLS IN OAKLAND, CALIFORNIA, FOR MEN AND AFDA MOTHERS, WHO TESTED AT LESS THAN 8TH-GRADE LEVEL. WELFARE PAYMENTS WERE CONTINUED AND CASH REIMBURSEMENTS AND CHILD CARE PROVIDED FOR MOTHERS. REMEDIAL PRE-VOCATIONAL CLASSES IN PRE-NURSING, PRE-HOUSEKEEPING, PRE-CLERICAL, OR PRE-TECHNICAL AREAS WERE PROVIDED. STUDENT ACHIEVEMENT WAS TESTED WITH THE STANFORD ACHIEVEMENT TEST (SAT). THE RESULTS SIMULATING THIRD TO FIFTH-GRADE LEVEL. THESE TESTS MAY HAVE PROVIDED AN INADEQUATE INDICATION OF STUDENT GROWTH, IN THAT THEY ARE TESTS FOR ELEMENTARY CHILDREN, THEY WERE ADMINISTERED AT DIFFERENT TIMES DURING THE COURSE, AND THERE WERE CONSIDERABLE AGE DIFFERENCES AMONG THE PERSONS TESTED. TEACHERS OF ADULT BASIC EDUCATION INDICATED THAT ABOUT HALF OF THE STUDENTS MADE GOOD TO EXCELLENT PROGRESS, MORE IN MOTIVATION AND SELF-CONFIDENCE THAN IN SKILLS. IN THE ENGLISH FOR FOREIGN-SPEAKING CLASSES, 50 TO 80 PERCENT OF THE WORK SHOWED GOOD TO EXCELLENT PROGRESS ESPECIALLY IN THE SKILL AREA. STUDENTS RATED AS MOST IMPORTANT IMPROVEMENT IN READING, AMOUNT OF LEARNING, HELPING THEIR FAMILIES, AND PLANNING BUDGETS. APPENDICES INCLUDE THE TEACHER RATING SCALE, STUDENT RATING SCALE, QUESTIONNAIRE, SIX TABLES, AND STUDENT BIOGRAPHIES. (SM)

ED 012 857 AC 001 304

THOMPSON, CLARENCE H.

COUNSELING THE ADULT STUDENT, REPORT OF COMMISSION 13 ON STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION.

AMERICAN COLLEGE PERSONNEL ASSN.

PUB DATE APR 67

EDRS PRICE MF-\$0.50 HC-\$2.68 65P.

DESCRIPTORS *ADULT COUNSELING, *COUNSELING GOALS, *COUNSELOR TRAINING, *EVENING COLLEGES, *PARTICIPANT CHARACTERISTICS, ADULT CHARACTERISTICS, COUNSELING EFFECTIVENESS, COUNSELING SERVICES, COUNSELORS, CRITERIA, EVENING PROGRAMS, SELECTION, UNIVERSITY EXTENSION.

A PRECONVENTION WORKSHOP HELD BY THE AMERICAN COLLEGE PERSONNEL ASSOCIATION IN DALLAS, TEXAS, MARCH 17-18, 1967, DEALT WITH THE SPECIAL CHARACTERISTICS AND NEEDS OF ADULT PARTICIPANTS, IMPLICATIONS FOR COUNSELING, RECENT PROGRESS AND REMAINING AREAS OF NEED IN ADULT COUNSELING, AND THE SELECTION AND TRAINING OF PERSONNEL WORKERS FOR ADULTS IN EVENING COLLEGES. THE MAIN POINTS WERE THE FOLLOWING-(1) THE DISTINCTIVE LIFE EXPERIENCES, PROBLEMS AND OBLIGATIONS, PHYSICAL AND MENTAL CHARAC-

TERISTICS, AND MOTIVES OF ADULTS CALL FOR EXPERIENCE-ORIENTED TEACHING METHODS, SPECIAL FACILITIES, AND A NEW APPROACH TO TESTING, ADMISSION, FINANCIAL AID, AND STUDENT ACTIVITIES-(2) ACCEPTANCE OF THE INDIVIDUAL, PERSONAL CONSISTENCY AND INTEGRITY, AND UNDERSTANDING ARE ESSENTIAL COUNSELOR ATTRIBUTES-(3) THE ULTIMATE GOAL OF COUNSELING IS TO HELP THE ADULT DISCOVER WAYS TO REALIZE HIS POTENTIAL, RESPOND MORE EFFECTIVELY TO NEW EXPERIENCES, AND WORK OUT A MEANINGFUL, VIABLE LIFE STYLE-(4) PERSONNEL TRAINEES SHOULD BE CHOSEN PRIMARILY FOR APPROPRIATE CHARACTER TRAITS AND ACADEMIC BACKGROUND, AND SHOULD RECEIVE BROAD TRAINING THAT STRESSES SKILLS IN SHORT-TERM COUNSELING. PROCEEDINGS INCLUDED WORKSHOP EVALUATIONS. (DOCUMENT ALSO CONTAINS APPENDICES, BACKGROUND STATISTICAL DATA, AND 102 REFERENCES.) (LY)

ED 012 858 AC 001 305

COHEN, DEBORAH B.

FOCUS-TRAINING, ANNUAL INSTITUTE FOR THE AGING (2D, BOSTON, APRIL 21, 1967).

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.56 37P.

DESCRIPTORS *COMMUNITY INVOLVEMENT, *COMMUNITY SERVICES, *OLDER ADULTS, *SUBPROFESSIONALS, *TRAINING TECHNIQUES, AGE, BOSTON, DELAWARE, HEALTH SERVICES, MASSACHUSETTS, NEW HAMPSHIRE, NEW YORK, ORGANIZATIONS (GROUPS), PARAMEDICAL OCCUPATIONS, PARTICIPANT INVOLVEMENT, PROGRAM DESCRIPTIONS, PROGRAM PLANNING, SELECTION, TRAINING OBJECTIVES.

THIS INSTITUTE, SPONSORED BY THE UNITED COMMUNITY SERVICES OF METROPOLITAN BOSTON, THE MASSACHUSETTS COMMISSION ON AGING, AND THE BOSTON UNIVERSITY COUNCIL OF GERONTOLOGY, FOCUSED ON RECRUITMENT AND TRAINING OF TRAINERS WHO COULD BE AVAILABLE TO AGENCIES AND INSTITUTIONS FOR TRAINING PERSONNEL WORKING WITH THE AGING. ONE CONFERENCE PAPER DISCUSSED VARIOUS ELEMENTS AND DIMENSIONS OF THE TRAINING PROCESS. ANOTHER DESCRIBED A TRAINING PROGRAM FOR SOCIAL SERVICE AIDES (SUB-PROFESSIONALS) AT THE BOSTON CENTRE FOR OLDER AMERICANS. THE THIRD PRESENTATION DESCRIBED RECENT AND CURRENT HEALTH SERVICES TRAINING EFFORTS IN MASSACHUSETTS, NEW HAMPSHIRE, NEW YORK, AND DELAWARE. BASIC RESPECT FOR OLDER PERSONS AND THEIR CAPACITIES, APPRECIATION OF THE SOCIOECONOMIC INFLUENCES ON AGING, BASIC UNDERSTANDING OF THE LEARNING PROCESS AND OF TRAINEE CHARACTERISTICS, CLEAR PROGRAM OBJECTIVES, DUE ATTENTION TO ALL ASPECTS OF PLANNING (SUBJECT AREA, FUNCTIONS, FORMAT, METHODS, LEVEL OF TRAINING, PROGRAM LENGTH), SYSTEMATIC EVALUATION AND FEEDBACK, CLOSE INTERACTION WITH TRAINEES, AND KNOWLEDGE OF COMMUNITY RESOURCES WERE SEEN AS VITAL IN IMPARTING SKILLS AND KNOWLEDGE FOR EFFECTIVE INDIVIDUAL, GROUP, AND COMMUNITY SERVICE. (THE DOCUMENT INCLUDES A LIST OF PARTICIPANTS AND

PROGRAM SPEAKERS, AND FOUR REFERENCES.) (LY)

ED 012 859

AC 001 309

EIGER, NORMAN

PROGRAM TO TRAIN TRADE UNIONISTS AND CAA STAFF WORKERS AS COMMUNITY ACTION TRAINERS. CURRICULUM AND SCHEDULE.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *CHANGE AGENTS, *COMMUNITY ACTION, *CURRICULUM, *POVERTY PROGRAMS, *TRAINING TECHNIQUES, DECISION MAKING SKILLS, FIELD TRIPS, FILMS, GROUP DISCUSSION, LABOR UNIONS, LEADERSHIP TRAINING, NEW JERSEY COMMUNITY ACTION TRAINING INSTITUTE, POLITICAL ISSUES, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, PROGRAM PLANNING, RESEARCH METHODOLOGY, ROLE PLAYING, RUBGERS LABOR EDUCATION CENTER, SUBPROFESSIONALS, TRAINING OBJECTIVES, UNION MEMBERS.

OBJECTIVES OF THE TEN-DAY RESIDENTIAL TRAINING PROGRAM HELD IN JUNE 1967 WERE-TO UNDERSTAND THE ROLE OF THE TRAINER, TO DEVELOP SKILLS AND KNOWLEDGE IN WORKING WITH GROUPS AND IN IMPLEMENTING COMMUNITY ACTION TRAINING PROGRAMS, TO HEIGHTEN SELF-AWARENESS, TO LEARN TO APPLY FORCE FIELD ANALYSIS TO PROBLEM SOLVING, TO INTERPRET LABOR'S POSITION IN SOCIAL PROGRAMS, TO INVESTIGATE ANTI-POVERTY LEGISLATION AND CAUSES OF POVERTY, AND TO TEST NEW METHODS OF TRAINING NONPROFESSIONALS AS TRAINERS. THE CURRICULUM WAS TO INCLUDE GROUP DISCUSSION, FILMS, ROLE PLAYING, AND ANALYSES OF DECISION MAKING AND PROGRAM EVALUATION AND REVIEW TECHNIQUES. VISITS TO MANPOWER PROJECTS WERE PLANNED, AND SESSIONS ON RESEARCH TECHNIQUES AND RESOURCES, ON THE NATURE OF STATE GOVERNMENTS' POLITICAL AND ECONOMIC POWER, AND ON THE ROLE OF LABOR IN IMPROVING URBAN HOUSING AND EDUCATION AND IN CIVIL RIGHTS. PARTICIPANTS WERE TO EVALUATE THE TRAINING PROGRAM. AS A FINAL EXERCISE EACH PARTICIPANT WOULD ORGANIZE THE PROJECT HE PLANNED TO IMPLEMENT WITHIN HIS COMMUNITY. THE RESIDENTIAL PHASE OF THE PROGRAM WAS TO BE FOLLOWED BY BI-WEEKLY, STRUCTURED, ALL-DAY SEMINARS IN WHICH FIELD PROJECT EXPERIENCES WOULD BE REVIEWED. (AJ)

ED 012 860

AC 001 315

CEBOTAREV, ELEONORA A. KING, GARY W.

ATTITUDES TOWARD ANTI-POVERTY PROGRAMS IN THE EXTENSION SERVICE, A CASE STUDY.

FEDERAL EXTENSION SERVICE (DOA), WASHINGTON, D.C.

REPORT NUMBER ER-AND-T-123-10-66

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *ECONOMICALLY DISADVANTAGED, *POVERTY PROGRAMS, *PROGRAM ATTITUDES, *RURAL EXTENSION, ATTITUDES, CHANGING ATTITUDES, CO-OPERATIVE EXTENSION SERVICE, CULTURAL FACTORS, ECONOMIC FACTORS, EXTENSION AGENTS, LOW INCOME GROUPS, MIDDLE CLASS VALUES, ORGAN-

IZATIONAL CHANGE, PARTICIPATION, PENNSYLVANIA, SOCIOECONOMIC STATUS, STRUCTURAL ANALYSIS.

IN THE CURRENT WAR ON POVERTY, THE POSITION OF THE COOPERATIVE EXTENSION SERVICE, WHICH HISTORICALLY HAS SERVED THE MIDDLE-CLASS FARMER, IS NOT WELL DEFINED. TO IDENTIFY FACTORS WHICH INHIBIT THE ADOPTION OF EXTENSION PROGRAMS FOR THE POOR, A STUDY WAS MADE OF THE SERVICE IN MIFFLIN COUNTY, PENNSYLVANIA, AN APPALACHIAN AREA HAVING A HIGHER PERCENTAGE OF LOW INCOME FAMILIES (UNDER \$3,000 PER YEAR) THAN THE STATE AS A WHOLE. THIS PAPER EXAMINES ECONOMIC AND CULTURAL DEFINITIONS OF POVERTY, PRESENTS A STRUCTURAL ANALYSIS OF EXTENSION, AND REPORTS ON STAFF ATTITUDES TOWARD ANTI-POVERTY WORK. DATA WERE COLLECTED THROUGH 62 PERSONAL INTERVIEWS WITH STAFF, LOCAL LEADERS, ADMINISTRATORS OF WELFARE AGENCIES, AND RURAL AND URBAN LOW INCOME FAMILIES. A MAJORITY OF THE RESPONDENTS STATED THAT WORK WITH THE POOR WAS LEGITIMATE ONLY IF THEY SHOWED INTEREST IN IMPROVING THEIR CONDITION BY PARTICIPATING IN EXTENSION PROGRAMS. OTHERS MAINTAINED THAT EXTENSION WAS NOT MEETING ITS RESPONSIBILITY TO ALL PEOPLE AND ADVOCATED CHANGES. IT APPEARED, HOWEVER, THAT EXTENSION WOULD CONTINUE TRADITIONAL PROGRAMS WITH INDIVIDUAL STAFF MEMBERS PROVIDING SPECIFIC ANTI-POVERTY EFFORTS, AT LEAST IN THE COUNTY STUDIED. (AJ)

ED 012 861

AC 001 316

HOULE, CYRIL O.

CONDITIONS FOR LEADERSHIP IN THE TOTAL PROGRAM OF PUBLIC AFFAIRS IN A STATE.

FEDERAL EXTENSION SERVICE (DOA), WASHINGTON, D.C.

REPORT NUMBER ER-AND-T-1-67

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *ADMINISTRATIVE PROBLEMS, *LAND GRANT UNIVERSITIES, *PUBLIC AFFAIRS EDUCATION, *UNIVERSITY EXTENSION, *URBAN EXTENSION, COOPERATIVE EXTENSION SERVICE, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, FEDERAL AID, FINANCIAL POLICY, INTERAGENCY COORDINATION, ROLE PERCEPTION, STATE PROGRAMS, STATE UNIVERSITIES,

A NARRATIVE ABOUT THE PRESIDENT OF WEST DAKOTA A AND M UNIVERSITY PROVIDES A DISCUSSION OF THE ROLE OF UNIVERSITY EXTENSION IN PUBLIC AFFAIRS EDUCATION. IN THIS LAND-GRANT COLLEGE, THE EXTENSION SERVICE WAS ONLY THE LARGEST OF NUMEROUS ADULT PROGRAMS ON AND OFF CAMPUS. OTHER INSTITUTIONS, USING THE CO-OPERATIVE EXTENSION SERVICE AS A MODEL, WERE DEVELOPING URBAN EXTENSION PROGRAMS, FUNDED BY TITLE I OF THE HIGHER EDUCATION ACT. THE PRESIDENT FELT THAT OFF-CAMPUS PROGRAMS SHOULD BE COORDINATED UNDER A VICE-PRESIDENT, A STATE AGENCY SHOULD BE CREATED TO COORDINATE PROGRAMS OF UNIVERSITIES AND OTHER AGENCIES, AND A COMMISSION CREATED TO ALLOCATE FEDERAL FUNDS. TARGET AUDIENCES COULD BE DEFINED AS SPECIALISTS (TEACHERS AND ADMINISTRATORS), THE ACTIVELY-

CONCERNED (PTA MEMBERS), THE ATTENTIVE (LISTENERS), AND THE INATTENTIVE (APATHETIC). OBJECTIVES SUGGESTED BY THIS FRAMEWORK WERE THAT SPECIALISTS COULD EDUCATE EACH OTHER, INTERESTED CITIZENS COULD BE PROVIDED WITH SUBJECT KNOWLEDGE AND TECHNIQUES, LEADERSHIP TRAINING COULD BE PROVIDED FOR THE ATTENTIVE, AND MOTIVATION FOR THE INATTENTIVE. THE COOPERATIVE EXTENSION SERVICE HAD MUCH TO OFFER, IN URBAN EXTENSION, IN SUBJECT SPECIALISTS AND SOCIAL EXPERTISE IN LEADERSHIP TRAINING, GROUP DYNAMICS, USE OF MASS MEDIA, AND IN LOCATING AND INFLUENCING LEADERS OF THE POWER STRUCTURE. (EB)

ED 012 862

AC 001 317

OLMSTEAD, JOSEPH A. AND OTHERS

SYMPOSIUM PAPERS OF THE ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, GOAL-DIRECTED LEADERSHIP-SUPERORDINATE TO HUMAN RELATIONS (74TH, NEW YORK, SEPTEMBER 1966).

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER PP-11-67

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.40 33P.

DESCRIPTORS *ENVIRONMENTAL INFLUENCES, *GOAL ORIENTATION, *GROUP STRUCTURE, *LEADERSHIP TRAINING, *PYRAMID ORGANIZATION, ADMINISTRATOR ROLE, EVALUATION, GROUP BEHAVIOR, HUMAN RELATIONS, INTERACTION PROCESS ANALYSIS, LEADERSHIP QUALITIES, MILITARY TRAINING, POWER STRUCTURE, SELECTION, STATISTICAL DATA, TASK PERFORMANCE, TRAINING OBJECTIVES.

EFFECTIVE LEADERSHIP IN HIERARCHICAL ORGANIZATIONS MUST BE GOAL-ORIENTED. HIGH-LEVEL LEADERSHIP MUST DEFINE ORGANIZATIONAL GOALS AND CHANNEL ACTIVITIES TO ACHIEVE THESE GOALS. STUDIES WERE MADE BY HUMORO IN MILITARY LEADERSHIP AND SMALL GROUP EFFECTIVENESS. IT WAS FOUND THAT POTENTIAL SQUAD LEADERS, SELECTED FOR ABOVE-AVERAGE INTELLIGENCE AND RATED BY PEERS AND COMPANY COMMANDERS, COULD BE TRAINED TO PERFORM AS LEADERS, BUT NOT MUCH COULD BE DONE ABOUT THEIR HUMAN RELATIONS. IN A STUDY TO IMPROVE RIFLE SQUAD AND PLATOON TRAINING, REQUIREMENTS FOR INTERPERSONAL COORDINATION SIMILAR TO THOSE IN COMBAT WERE INTRODUCED. GROUP TASKS TENDED TO DETERMINE GROUP STRUCTURE AND THE RIGIDITY OR FLEXIBILITY OF THE GROUP INFLUENCED COORDINATION REQUIREMENTS. IN CREW TASKS, WHERE MEN WORKED CLOSELY TOGETHER, THE ENVIRONMENT (DEMANDS OF THE MACHINE) PROVIDED FEEDBACK AND THUS FUNCTIONED AS A LEADER. IN TEAMS, SUCH AS RIFLE SQUADS, WHERE MEN WERE IN LOOSE CONTACT WITH EACH OTHER, TRAINING HAD TO BE GIVEN IN ASSESSING THE ENVIRONMENT AND ASSUMING LEADERSHIP WHEN NECESSARY. IN GROUPS WITH GOALS IMPOSED FROM ABOVE AND WITH AN APPOINTED LEADER (SUCH AS PLATOONS), LEADERSHIP BEHAVIOR INVOLVED INITIATING STRUCTURE AND PROVIDING FEEDBACK, WITH LITTLE EMPHASIS ON CONSIDERATION FOR OTHERS. IT SEEMS, THEN, THAT

IN LEADERSHIP TRAINING, ONE MUST STUDY THE ENVIRONMENT AND DESIGN THE TRAINING TO FIT IT. (EB)

ED 012 863 AC 001 318

EDUCATION IN PUBLIC AFFAIRS AND LEADERSHIP FOR PUBLIC RESPONSIBILITIES, A REPORT OF THE FUND FOR ADULT EDUCATION AND COOPERATIVE EXTENSION SERVICE PROJECT.

FEDERAL EXTENSION SERVICE (DOA), WASHINGTON, D.C.

REPORT NUMBER ER-AND-T-138-11-66

PUB DATE NOV 66

EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *LEADERSHIP TRAINING, *PROGRAM IMPROVEMENT, *RURAL EXTENSION, CITIZENSHIP, CONSULTANTS, COOPERATIVE EXTENSION SERVICE, DEMONSTRATION PROJECTS, EDUCATIONAL OBJECTIVES, EVALUATION, EXTENSION AGENTS, FEDERAL EXTENSION SERVICE, PROFESSIONAL TRAINING, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, PUBLIC AFFAIRS EDUCATION.

A PILOT PROJECT (JULY 1959-DECEMBER 1961), AIMED AT NEW WAYS TO ADVANCE EDUCATION FOR PUBLIC AFFAIRS AND LEADERSHIP IN THE COOPERATIVE EXTENSION SERVICE, WAS CONDUCTED IN 12 COUNTIES OF SIX STATES. PROGRAM CONSULTANTS RECEIVED TEN WEEKS TRAINING BUILT AROUND A SEMINAR ON CURRENT ISSUES AND ACTIVITIES, AND FOLLOWED BY ORIENTATION CONFERENCES. CONSULTANTS ASSISTED COUNTY EXTENSION STAFF MEMBERS IN PLANNING, ORGANIZING, CONDUCTING, AND REPORTING PROJECT ACTIVITIES. THE EVALUATION OF THE PROJECT, CONDUCTED PRINCIPALLY DURING 1963-64, INDICATED DEFINITE PROGRAM CHANGES IN ELEVEN OF THE COUNTIES (MAINLY IN ORGANIZATION, ACTION, EVALUATION, SUBJECT CONTENT, AND BROADENED CLIENTELE BASE), AND LOCAL ACHIEVEMENTS IN SUCH AREAS AS GOVERNMENTAL AND SCHOOL CHANGE, CIVIC PARTICIPATION, COMMUNITY DEVELOPMENT, AND PHYSICAL IMPROVEMENTS. FORUMS AND SHORT COURSES WERE THE MOST EFFECTIVE TECHNIQUES IN PUBLIC AFFAIRS EDUCATION, BUT WERE USED LITTLE. THE CONSULTANTS' OWN TRAINING SEEMED GENERALLY ADEQUATE. OBSTACLES TO THE SUCCESS OF THE PROJECT WERE FELT TO BE THE SHORTNESS OF THE TWO AND ONE-HALF YEAR PERIOD, A LACK OF COMMUNICATION AND UNDERSTANDING BETWEEN CONSULTANTS AND COUNTY AGENTS, AND LACK OF ADMINISTRATIVE SUPPORT FOR THE PROGRAM. (DOCUMENT INCLUDES A BUDGET ESTIMATE AND 6 TABLES). (L.V)

ED 012 864 AC 001 319

WESTIN, ALAN F. AND OTHERS
CONFERENCE ON THE CITIZENSHIP EDUCATION OF THE YOUNG WORKER (HARRIMAN, MARCH 11-13, 1966).

COLUMBIA UNIV., NEW YORK, CTR. FOR RES. AND EDUC.

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$5.08 125P.

DESCRIPTORS *CITIZENSHIP, *EDUCATIONAL OPPORTUNITIES, *LABORERS, *PUBLIC AFFAIRS EDUCATION, *YOUNG ADULTS, ADULT EDUCATION PROGRAMS, BUSINESS, CITIZENSHIP RESPONSIBILITY, CIVIL RIGHTS, COMMUNITY PROGRAMS, COMMUNITY RESPONSIBILITY,

EVALUATION, LABOR EDUCATION, LABOR UNIONS, PUBLIC SCHOOLS, SOCIAL CHANGE, SOCIAL PROBLEMS, VOCATIONAL SCHOOLS, YOUTH OPPORTUNITIES.

CONTRACT OEC-6-85-089

FOR THE FIRST TIME, REPRESENTATIVES FROM CORPORATIONS, UNIONS, AND EDUCATION MET TO DISCUSS CITIZENSHIP EDUCATION FOR THE YOUNG WORKER, AT AN ARDEN HOUSE CONFERENCE, WHICH WAS SPONSORED BY THE CENTER FOR RESEARCH AND EDUCATION IN AMERICAN LIBERTIES AT COLUMBIA UNIVERSITY. AFTER A DISCUSSION OF CITIZENSHIP EDUCATION IN A RAPIDLY CHANGING SOCIETY, EDUCATION PROVIDED BY THE SCHOOL SYSTEM, BY CORPORATIONS, AND UNIONS WAS OUTLINED. A MODEL OF A NEW TEACHING METHOD (CASE STUDY) WAS PRESENTED. BUSINESS MEN ARE ATTENTIVE TO PARTICIPATION IN COMMUNITY AFFAIRS AND CORPORATE PHILANTHROPY BUT PROBLEMS IN CORPORATE EDUCATIONAL PROGRAMS REVOLVE AROUND SELF-INTEREST VS CITIZENSHIP RESPONSIBILITY, LIBERTY AMONG EMPLOYEES, AND THE PRESSURES OF THE CIVIL RIGHTS REVOLUTION. IN LABOR UNIONS, THERE IS PRESSURE FOR CONFORMITY, ALSO, AND A WIDE GAP BETWEEN VIEWS OF TOP UNION SPOKESMEN AND THOSE OF LOCAL LEADERS. LABOR EDUCATION, WHICH HAS BEEN IN ESSENCE LEADERSHIP TRAINING TO BUILD UP ORGANIZATIONAL STRENGTH, IS NOW PROVIDING SOME EDUCATION IN THE AREA OF TOTAL SOCIETY, INCLUDING CIVIL RIGHTS. THE PSYCHOLOGICAL ISSUES INVOLVED IN AMERICAN LIBERTIES STEM FROM THE SACREDNESS OF HUMAN LIFE AND DEVELOPMENT IN PSYCHOLOGICAL, SOCIAL, AND AUTONOMOUS FREEDOM. THE CONFERENCE WAS CONCLUDED WITH DISCUSSIONS OF PRESENT TEACHING OF AMERICAN LIBERTIES AND WHAT THE CENTER MIGHT DO TO IMPROVE IT. (EB)

ED 012 865 AC 001 320

PROGRAM OF CONTINUING EDUCATION IN PUBLIC HEALTH, POLICIES AND PROCEDURES.

AMERICAN PUBLIC HEALTH ASSN., SAN FRANCISCO, CALIF

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *HEALTH PERSONNEL, *PROFESSIONAL CONTINUING EDUCATION, *PROGRAM ADMINISTRATION, *PUBLIC HEALTH, ADMINISTRATIVE PERSONNEL, ADVISORY COMMITTEES, FINANCIAL SUPPORT, INTERAGENCY COOPERATION, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, PROMOTION (PUBLICIZE), UNIVERSITIES.

THIS INTERDISCIPLINARY, UNIVERSITY-LEVEL PROGRAM, UNIQUE IN THAT IT IS PRESENTED IN THE FIELD, IS PRIMARILY DESIGNED FOR FULL-TIME PUBLIC HEALTH PROFESSIONALS IN THE 13 WESTERN STATES, SPONSORED BY THE SCHOOLS OF PUBLIC HEALTH OF THE UNIVERSITY OF CALIFORNIA (BERKELEY AND LOS ANGELES) AND THE UNIVERSITY OF HAWAII, AND ADMINISTERED BY THE WESTERN REGIONAL OFFICE OF THE AMERICAN PUBLIC HEALTH ASSOCIATION. STATE PUBLIC HEALTH ASSOCIATION CONTINUING EDUCATION COMMITTEES AND THEIR SUBCOMMITTEES ASSESS STATE INTERESTS AND NEEDS, EXAMINE WORKING DRAFTS OF CURRENT COURSE OFFERINGS AND LONG-RANGE

CURRICULUMS, AND HELP EVALUATE THE COURSES. THE CONTINUING EDUCATION COMMITTEE OF THE CONFEDERATION OF WESTERN AFFILIATES MAKES REGIONAL SURVEYS AND POLICY RECOMMENDATIONS. THE FACULTY ADVISORY COMMITTEE, COMPOSED OF FACULTY MEMBERS FROM PARTICIPATING SCHOOLS OF PUBLIC HEALTH, ADOPTS LONG-RANGE CURRICULUMS BASED ON RECOMMENDATIONS BY THE STATE CONTINUING EDUCATION COMMITTEES AND APPROVES PROPOSED COURSES. ITS SUBJECT AREA SUBCOMMITTEES DEVELOP THEIR OWN PROGRAMS AND PLAN INDIVIDUAL COURSES. THE COURSE COORDINATOR WORKS WITH STAFF, ADVISORY COMMITTEES, AND LIAISON PERSONS ON STAFFING, COURSES, AND PUBLICATIONS. (L.V)

ED 012 866 AC 001 325

RICHARDSON, WILLIAM SHELTON,

DONALD

SYLLABUS FOR ADULT EDUCATION PROGRAMS FOR TEACHERS OF DISADVANTAGED, ED. 444G.

OREGON COLL. OF EDUCATION, MONTMOUTH

PUB DATE 01 NOV 66

EDRS PRICE MF-\$0.50 HC-\$2.84 69P.

DESCRIPTORS *ADULT BASIC EDUCATION, *ADULT EDUCATORS, *BIBLIOGRAPHIES, *CURRICULUM GUIDES, *DISADVANTAGED GROUPS, ADULT CHARACTERISTICS, ADULT LEARNING, CITIZENSHIP, CORRESPONDENCE COURSES, FAMILY LIFE, FILMS, FILMSTRIPS, GUIDANCE COUNSELING, LANGUAGE SKILLS, LEARNING MOTIVATION, MATHEMATICS, MIGRANTS, MINORITY GROUPS, READING, TEACHER CHARACTERISTICS, TEACHING TECHNIQUES, TESTING, TUTORING, VOCATIONAL EDUCATION.

BROAD TOPICS COVERED IN THE SYLLABUS FOR TEACHERS OF ADULT BASIC EDUCATION ARE--THE INTRODUCTION TO THE COURSE, DEFINITION OF THE DISADVANTAGED POPULATION (CONDITIONS AND PROBLEMS OF MINORITY GROUPS AND THEIR CHARACTERISTICS), ADULT LEARNING PROCESS (MOTIVATION, OBJECTIVES, TYPES OF TEACHERS NEEDED, TEACHING TECHNIQUES), COUNSELING AND GUIDANCE (BASIC PRINCIPLES, RESPONSIBILITY OF STAFF MEMBERS FOR COUNSELING, TESTING), ADULT EDUCATION DEVELOPMENT AND HISTORY, ADULT EDUCATION PROGRAM (TYPES OF PROGRAMS, LEGISLATION, MIGRANT ADULT EDUCATION), INTRODUCTION TO ADULT BASIC EDUCATION CURRICULUM (DEVELOPMENT OF BASIC AND INTERMEDIATE SKILLS), VOCATIONAL EDUCATION (TYPES OF PROGRAMS AND MATERIALS USED), AND GENERAL EDUCATIONAL DEVELOPMENT TESTING PROGRAM AND CERTIFICATE OF EQUIVALENCY (USES AND PREPARATION FOR TESTS) INCLUDING FUTURE TRENDS IN ADULT EDUCATION. THE EXTENSIVE BIBLIOGRAPHY INCLUDES TEACHER MATERIALS, STUDENT MATERIALS, AND FILMS AND FILMSTRIPS. (AJ)

ED 012 867 AC 001 326

WESTIN, ALAN F. AND OTHERS

CONFERENCE ON YOUNG PEOPLES' ATTITUDES TOWARD AMERICAN LIBERTIES (SUFFERN, OCTOBER 21-23, 1966).

COLUMBIA UNIV., NEW YORK, CTR. FOR RES. AND EDUC.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.40 33P.

DESCRIPTORS *ATTITUDES, *CIVIL RIGHTS, *RESEARCH METHODOLOGY, *RESEARCH PROBLEMS, *YOUTH, CENTER FOR RESEARCH AND EDUCATION IN AMERICAN LIBERTIES, CHANGING ATTITUDES, CITIZENSHIP, CURRICULUM DEVELOPMENT, EDUCATIONAL EXPERIMENTS, FAMILY ATTITUDES, GAMES, INTERVIEWS, LEARNING PROCESSES, POLITICAL OPINION, SCHOOL ATTITUDES, SCHOOL ENVIRONMENT, SOCIOECONOMIC INFLUENCES, STUDENT OPINION, SURVEYS, GRANT OEG-1-6-061554-1674

THE CENTER FOR RESEARCH AND EDUCATION IN AMERICAN LIBERTIES AT COLUMBIA UNIVERSITY PROPOSES TO IMPROVE THE QUALITY OF EDUCATION ABOUT LIBERTY, JUSTICE, AND EQUALITY IN THE NATION'S SCHOOLS THROUGH A PROGRAM OF BASIC SCHOLARSHIP AND THROUGH THE DEVELOPMENT OF EXPERIMENTAL CURRICULAR MATERIALS. A CONFERENCE OF CIVIC LEADERS WAS HELD TO DISCUSS HOW THE CENTER MIGHT STUDY THE DEVELOPMENT IN YOUNG PEOPLE OF ATTITUDES ABOUT CIVIL LIBERTIES AND FREEDOM IN AMERICAN SOCIETY. THE GROUP SEEMED AGREED THAT THE CENTER SHOULD EXPLOIT ONGOING RESEARCH, SUCH AS NATIONAL OPINION POLLS, AND SHOULD UNDERTAKE SMALL, SPECIALIZED RESEARCH AT THE SAME TIME IT IS DEVELOPING CURRICULUM. SURVEY RESEARCH COULD BE USED, ESPECIALLY TO ASSESS THE IMPACT OF PARTICULAR INTERVENTIONS INTO THE EDUCATIONAL PROCESS, BUT EFFORTS SHOULD BE MADE TO MODIFY AND SUPPLEMENT SURVEYS WITH SUCH TECHNIQUES AS GAMES, ETHNOLOGICAL EXPLORATION, AND NON-RESPONSIVE INQUIRY. SURVEY QUESTIONS NEED NOT BE SHALLOW AND DEPTH INTERVIEWING COULD BE HARNESSSED TO THE SURVEY TECHNIQUE WITH THE RESULTS CODED IN VARIOUS WAYS AND RIGOROUSLY MANIPULATED. THE POLITICAL LEARNING PROCESS, ESPECIALLY IN THE EARLY YEARS, AND THE POLITICS AND SOCIOLOGY OF THE SCHOOL SHOULD BE MAJOR RESEARCH TARGETS FOR THE NEXT THREE YEARS. (LV)

ED 012 868

AC 001 330

MARDON, JASPER.
SELECTION AND IN-HOUSE DEVELOPMENT OF SYSTEMS ENGINEERS.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGINEERS, *INPLANT TRAINING PROGRAMS, *PROFESSIONAL CONTINUING EDUCATION, *SELECTION, *SYSTEMS ANALYSIS, COURSE CONTENT, CRITERIA, EDUCATIONAL NEEDS, INDIVIDUAL STUDY, INDUSTRY, INSERVICE TEACHER EDUCATION, INSTRUMENTATION, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, PROGRAM PLANNING, QUALITY CONTROL, SCIENTIFIC PERSONNEL, SEMINARS, SYSTEMS DEVELOPMENT,

PROCESS INDUSTRIES REQUIRE SYSTEMS ENGINEERS WHO CAN DESIGN, BUILD, AND IMPLEMENT A TOTAL SYSTEM OF INTERACTING COMPONENTS, WITH OR WITHOUT A DIGITAL COMPUTER. SINCE FEW COURSES ARE PROVIDED IN THIS DISCIPLINE, COMPANIES MUST DESIGN INPLANT PROGRAMS. TRAINEES MAY BE PH.D.S IN CONTROL ENGINEERING, PHYSICS, OR CHEMICAL ENGINEERING, RECENT GRADUATES WITH A B.A. OR M.A., OR PRACTICING ENGINEERS WITH EXPERIENCE IN INSTRUMENTATION OR CONTROL. THE AUTHOR'S COMPANY DE-

SIGNED A FORMAL PROGRAM WHICH INCLUDED CONTROL ENGINEERING THEORY, METHODS, AND DESIGN, ANALOG AND DIGITAL COMPUTER LOGIC, FUNDAMENTALS, AND TECHNIQUES. SINCE THIS PROGRAM SEEMED TOO DEMANDING, THE COMPANY HAS USED AN INFORMAL SEMINAR SYSTEM WHICH FOLLOWS A SIMILAR PROGRAM BUT DOES NOT INTERFERE WITH EMPLOYEES' WORK SCHEDULE. THERE ARE BEGINNING TO BE AVAILABLE 12-MONTH MASTER'S DEGREE COURSES, PARTICULARLY IN BRITAIN. ALSO ENGINEERS CAN ATTEND CONFERENCES AND SHORT SUMMER COURSES. WITHIN THE PLANT, EVENING SEMINARS TO WHICH MANAGEMENT AS WELL AS ENGINEERS ARE INVITED CAN DO A GREAT DEAL TO IMPROVE UNDERSTANDING AND COMMUNICATION. THE TRAINING AND DEVELOPMENT JOURNAL IS PUBLISHED MONTHLY BY THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, 313 PRICE PLACE, BOX 5307, MADISON, WISCONSIN 53706. (LY)

ED 012 869

AC 001 346

WOMEN'S TALENT CORPS. PROGRESS REPORT, MARCH-APRIL, 1967.

WOMEN'S TALENT CORPS, NEW YORK, N.Y.
REPORT NUMBER CAP-67-9094

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *CAREER OPPORTUNITIES, *LOW INCOME GROUPS, *PROMOTION (PUBLICIZE), *SUBPROFESSIONALS, *WOMENS EDUCATION, ADOPTION (IDEAS), COMMUNITY SERVICES, COORDINATOR TRAINERS, EDUCATIONAL EXPERIMENTS, FEMALES, FIELD EXPERIENCE PROGRAMS, FINANCIAL SUPPORT, GUIDANCE COUNSELING, HEALTH OCCUPATIONS EDUCATION, INDIGENOUS PERSONNEL, INNOVATION, JOB ANALYSIS, JOB TRAINING, LABOR UNIONS, NEW YORK CITY, ORGANIZATIONAL CHANGE, PROFESSIONAL ASSOCIATIONS, TEACHER AIDES, TESTING, URBAN AREAS, WOMENS TALENT CORPS,

THE WOMEN'S TALENT CORPS WAS FOUNDED IN 1965 ON TWO PREMISES—(1) MATURE WOMEN LIVING IN POVERTY AREAS OF NEW YORK COULD BE TRAINED TO PROVIDE SERVICES TO THE COMMUNITY REGARDLESS OF THEIR PREVIOUS EDUCATION AND (2) COMMUNITY AGENCIES WOULD CREATE SEMI-PROFESSIONAL SERVICE POSITIONS WITH OPPORTUNITIES FOR ADVANCEMENT. BY APRIL 1967, 120 TRAINEES HAD BEEN PLACED AS TEACHER AND GUIDANCE ASSISTANTS IN PUBLIC SCHOOLS, AS SOCIAL WORK AND THERAPY ASSISTANTS IN HOSPITALS AND NEIGHBORHOOD CENTERS, AND AS PROGRAM WORKERS. A SERIES OF COMMUNITY MEETINGS IN LOW INCOME AREAS IDENTIFIED LOCAL NEEDS AND THE ROLE WOMEN PICTURED FOR THEMSELVES. A LETTER-WRITING CAMPAIGN ENLISTED POLITICAL SUPPORT AND FUNDS FROM THE OFFICE OF ECONOMIC OPPORTUNITY. APPLICANTS WERE TESTED AND INTERVIEWED TO REVEAL THEIR PERCEPTION OF SOCIAL PROBLEMS, SENSITIVITY TO HUMAN RELATIONS, AND HIGH MORALE, QUALITIES CLOSELY CORRELATED WITH SUCCESS. THROUGHOUT THE 30-WEEK TRAINING PROGRAM FORMAL CLASSES WERE INTERWOVEN WITH FIELD EXPERIENCE, WITH AN EXPERIENCED PROFESSIONAL WOMAN, CALLED A COORDINATOR-TRAINER, ACTING AS DISCUSSION LEADER, COUNSELOR, AND SUPERVISOR TO EACH SMALL GROUP OF TRAINEES. OUT OF THE

TRAINING INSTITUTE HAS DEVELOPED A "NEW CAREERS" COLLEGE FOR HUMAN SERVICES WITH A MODIFIED, TWO-YEAR CURRICULUM. (AJ)

ED 012 870

AC 001 347

COHEN, AUDREY C.

COLLEGE FOR HUMAN SERVICES, A MODEL FOR INNOVATION IN URBAN HIGHER EDUCATION.

WOMENS TALENT CORPS, NEW YORK, N.Y.
REPORT NUMBER 6-67-7-6

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *COMMUNITY SERVICES, *JUNIOR COLLEGES, *LOW INCOME GROUPS, *SUBPROFESSIONALS, *WOMENS EDUCATION, CAREER OPPORTUNITIES, COLLEGE FACULTY, COLLEGE FOR HUMAN SERVICES, COORDINATOR TRAINERS, CORE CURRICULUM, CURRICULUM DEVELOPMENT, DEGREE PROGRAMS, EQUIVALENCY TESTS, EVALUATION, FEMALES, FIELD EXPERIENCE PROGRAMS, GUIDANCE COUNSELING, INNOVATION, NEW YORK CITY, ON THE JOB TRAINING, SERVICE OCCUPATIONS, SMALL GROUP INSTRUCTION, TRAINING ALLOWANCES, URBAN AREAS, WOMENS TALENT CORPS,

THE WOMEN'S TALENT CORPS, ATTEMPTING TO ESTABLISH PERMANENT POSITIONS IN COMMUNITY AGENCIES AT A NEW ENTERING LEVEL, HAS DEVELOPED AN ACTION-CENTERED APPROACH TO THE TRAINING OF WOMEN FROM GHETTO AREAS FOR PRE-PROFESSIONAL JOBS IN HOSPITALS, WELFARE AGENCIES, AND SCHOOLS. THE CORPS NOW SEEKS TO PUT ITS EDUCATIONAL PROGRAM ON A PERMANENT BASIS AS A MODEL TWO-YEAR COLLEGE FOR HUMAN SERVICES. THE COLLEGE WILL (1) HELP STUDENTS PREPARE FOR EQUIVALENCY EXAMINATIONS AT THE SECONDARY LEVEL AS THEY BEGIN COLLEGE WORK, (2) PREPARE THEM AT ONCE FOR WORK IN THE HELPING PROFESSIONS AND PLACE THEM IN JOBS, (3) USE FIELD WORK FOR METHODS TEACHING, (4) OFFER A CORE CURRICULUM BASED ON THE NEEDS OF THE PROFESSIONS AND THE POPULATIONS SERVED, AND (5) OFFER A FLEXIBLE PROGRAM INCLUDING PREPARATION FOR TRANSFER TO A FOUR-YEAR COLLEGE. THERE WILL BE TWO TYPES OF FACULTY. THE COORDINATOR-TRAINER (WOMEN WITH FIELD EXPERIENCE WHO WILL SERVE AS COUNSELORS, SUPERVISORS, AND TEACHERS TO GROUPS OF TEN STUDENTS) AND A SMALL ACADEMIC FACULTY WHO WILL LECTURE IN SOCIOLOGY, PSYCHOLOGY, SOCIAL WORK, AND EDUCATION AND PLAN THE CORE CURRICULUM TO BE INTEGRATED WITH ON-THE-JOB EXPERIENCE AND LEAD TO A JUNIOR COLLEGE DEGREE. IT IS PROPOSED THAT THE FIRST COLLEGE CLASS ENTER IN JANUARY 1968. (AJ)

ED 012 871

AC 001 351

MCCANN, W.P.

THE TRADES GUILD OF LEARNING.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT VOCATIONAL EDUCATION, *HISTORICAL REVIEWS, *LABOR EDUCATION, *LABORERS, *UNION MEMBERS, EDUCATIONAL OBJECTIVES, GENERAL EDUCATION, GREAT BRITAIN, LABOR UNIONS, SKILLED LABOR, TRADES GUILD OF LEARNING,

THE TRADES GUILD OF LEARNING WAS FOUNDED IN LONDON, ENGLAND IN 1873 BY THE REVEREND HENRY SOLLY TO PROMOTE THE VOCATIONAL AND FURTHER EDUCATION OF ARTISANS. NOT A TRADE UNION ORGANIZATION, IT INVOLVED SKILLED WORKERS OUTSIDE THE UNIONS AS WELL AS TRADE UNIONISTS. A SERIOUS CONFLICT BETWEEN SOLLY'S PATERNALISTIC PHILANTHROPY AND THE PRINCIPLES OF TRADE UNION DEMOCRACY SOON LED TO SOLLY'S RESIGNATION AS CHAIRMAN OF THE GUILD. UNDER TRADE UNIONIST CONTROL, THE GUILD UNDERWENT REORGANIZATION IN 1876 AND PROVIDED LECTURES AND TECHNICAL COURSES MORE IN KEEPING WITH WORKERS' NEEDS AND ASPIRATIONS. HOWEVER, THE GUILD SUCCEMBED IN 1882 TO THE DIFFICULTIES BESETTING TRADE UNIONISTS IN GENERAL AT THAT TIME—ECONOMIC INSECURITY, FLUCTUATIONS OF MEMBERSHIP, AND THE STRUGGLE AGAINST ANTI-TRADE UNION AGITATION. (THE DOCUMENT INCLUDES 40 REFERENCES). THIS ARTICLE APPEARED IN VOCATIONAL ASPECTS OF SECONDARY AND FURTHER EDUCATION, QUARTERLY JOURNAL PUBLISHED BY PERGAMON PRESS, 44-01 21ST STREET, LONG ISLAND CITY, NEW YORK 11101. (LY)

ED 012 872 **AC 001 353**
AUTOMATION AND TECHNOLOGY IN EDUCATION.

JOINT ECONOMIC COMMITTEE, WASHINGTON, D.C.

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *AUTOMATION, *EDUCATIONAL POLICY, *INSTRUCTIONAL TECHNOLOGY, *TECHNOLOGICAL ADVANCEMENT, EDUCATIONAL CHANGE, EDUCATIONAL NEEDS, GOVERNMENT ROLE, INFORMATION NEEDS, LITERACY EDUCATION, MANPOWER UTILIZATION, SYSTEMS DEVELOPMENT, TEACHING TECHNIQUES.

RECENT DEVELOPMENTS IN SUCH TECHNOLOGICAL AIDS AS EDUCATIONAL TELEVISION, VIDEOTAPE, COMPUTERIZED INSTRUCTION, MICROFILMS, AND TALKING TYPEWRITERS, HAVE THE POTENTIAL TO REVOLUTIONIZE THE AMERICAN SYSTEM OF EDUCATION, TO ALLEVIATE SOCIOECONOMIC ILLS, AND TO ELIMINATE ADULT ILLITERACY. HOWEVER, LONG-RANGE BENEFITS WILL DEPEND GREATLY ON BASIC AND APPLIED EDUCATIONAL RESEARCH, SOUND CURRICULUMS AND ADMINISTRATIVE STRUCTURES, AND EFFECTIVE USE OF BOTH TEACHERS AND ADVANCED EQUIPMENT. THEREFORE, EDUCATIONAL INSTITUTIONS, GOVERNMENT AGENCIES, AND MANUFACTURERS OF EDUCATIONAL "HARDWARE" AND "SOFTWARE" MUST WORK TOGETHER TO DEVELOP SYSTEMS OF TECHNOLOGY GEARED TO THE GENUINE NEEDS OF STUDENTS. THIS WAS A REPORT OF THE SUBCOMMITTEE ON ECONOMIC PROGRESS OF THE JOINT ECONOMIC COMMITTEE, TO THE 89TH CONGRESS, SECOND SESSION AND IS ALSO AVAILABLE, FOR 10 CENTS, FROM THE U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (LY)

ED 012 873 **AC 001 354**
COHEN, AUDREY C.
THE WOMEN'S TALENT CORPS, PROPOSAL. WOMEN'S TALENT CORPS, NEW YORK, N.Y.

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *LOW INCOME GROUPS, *PROGRAM PLANNING, *PROGRAM PROPOSALS, *SUBPROFESSIONALS, *WOMENS EDUCATION, CAREER OPPORTUNITIES, COMMUNITY SERVICES, COORDINATOR TRAINERS, CURRICULUM DEVELOPMENT, FEMALES, FIELD EXPERIENCE PROGRAMS, GUIDANCE COUNSELING, HEALTH OCCUPATIONS EDUCATION, INDIGENOUS PERSONNEL, JOB TRAINING, MANPOWER DEVELOPMENT, NEW YORK CITY, PARTICIPANT INVOLVEMENT, POVERTY PROGRAMS, SELECTION, TEACHER AIDES, URBAN AREAS, WOMENS TALENT CORPS.

WOMEN'S TALENT CORPS, FUNDED BY THE OFFICE OF ECONOMIC OPPORTUNITY, WILL MEET TWO SOCIAL PROBLEMS IN NEW YORK CITY—JOB SHORTAGES IN COMMUNITY SERVICES AND UNEMPLOYMENT AND LACK OF TRAINING AMONG THE POOR. WOMEN WILL BE RECRUITED FROM LOW-INCOME NEIGHBORHOODS AND TRAINED AS PRE-PROFESSIONAL ASSISTANTS IN SCHOOLS, HOSPITALS, AND SOCIAL AGENCIES THROUGH A PROGRAM OF FORMAL CLASSES AND FIELD EXPERIENCE. THESE WOMEN WILL BECOME CONTACTS BETWEEN PROFESSIONAL COMMUNITY WORKERS AND THE LOW-INCOME PEOPLE THEY ASSIST. PROFESSIONAL WOMEN WITH WORKING SKILLS AND EXPERIENCE IN EDUCATION, HEALTH, OR WELFARE FIELDS WILL BE TRAINED AS COORDINATORS TO COUNSEL THE TRAINEES, DIRECT FIELD WORK, AND SERVE AS LIAISON BETWEEN TRAINEES AND THE AGENCIES EMPLOYING THEM. THE TRAINEE AND COORDINATOR WILL HELP EACH OTHER UNDERSTAND THE CONDITIONS OF POVERTY AND THE RESPONSIBILITIES IMPOSED BY EDUCATION AND EMPLOYMENT. THE PROGRAM DESIGN INCLUDES FIVE PHASES—(1) COMMUNITY DEVELOPMENT AND PROGRAM PLANNING (THREE MONTHS SPENT ORGANIZING AND STAFFING THE INSTITUTE), (2) ORIENTATION (SIX WEEKS OF CLASSES FOR 120 TRAINEES AND 30 COORDINATORS IN THREE GROUPS), (3) WORK-TRAINING (FOUR TO SEVEN MONTHS OF PRACTICAL TRAINING), (4) PHASING-OUT (DIMINISHING CONTACT BETWEEN TRAINEE AND COORDINATOR), AND (5) RESEARCH AND EVALUATION. (AJ)

ED 012 874 **AC 001 369**

AXFORD, ROGER W.
COLLEGE-COMMUNITY CONSULTATION. NORTHERN ILLINOIS UNIV., DE KALB

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *COLLEGE FACULTY, *COMMUNITY CONSULTANTS, *COMMUNITY RESOURCES, *COMMUNITY RESPONSIBILITY, *UNIVERSITIES, CITIZEN PARTICIPATION, CITIZENS COUNCILS, COLLEGE COOPERATION, COMMUNITY PROBLEMS, COMMUNITY SURVEYS, NORTHERN ILLINOIS UNIVERSITY, PROGRAM EVALUATION, PUBLIC RELATIONS, SCHOOL COMMUNITY COOPERATION, TEACHERS, URBAN AREAS.

THE MODERN UNIVERSITY RECOGNIZES THREE MAJOR RESPONSIBILITIES—TEACHING, RESEARCH, AND PUBLIC SERVICE. REPRESENTATIVES OF 14 COLLEGES AND UNIVERSITIES MET AT NORTHERN ILLINOIS UNIVERSITY TO DISCUSS THE ROLE THE COLLEGE CAN PLAY IN WORKING WITH THE COMMUNITY OF WHICH IT IS A PART. THIS PUBLICATION IS AN OUTGROWTH OF THAT CON-

ERENCE, ONE OF SEVEN CONDUCTED IN ILLINOIS UNDER A FEDERALLY-FINANCED PROGRAM DESIGNED TO TRAIN CONSULTANTS TO CITIZENS' GROUPS IN THE DEVELOPMENT OF COMMUNITY RESOURCES. THE EFFECTIVE USE OF COLLEGE AND UNIVERSITY FACULTY AS CONSULTANTS ON SUCH PROBLEMS AS INDUSTRIAL DEVELOPMENT, POPULATION EXPANSION, HOUSING, URBAN REDEVELOPMENT PLANNING, CURRICULUM DEVELOPMENT, AND SCHOOL FINANCE IS ILLUSTRATED BY CASE STUDIES. SOME OF THE METHODOLOGY FOR A SUCCESSFUL, INCLUDING THE TECHNICAL AND HUMAN RELATIONS ASPECTS AND THE PITFALLS OF INEFFECTIVE CONSULTATION, IS INCLUDED. GUIDELINES FOR THE ORGANIZATION AND OPERATION OF LOCAL CITIZEN ADVISORY COMMITTEES ARE GIVEN TO AID THOSE WHO WILL BE WORKING WITH CITIZENS' COMMITTEES IN IMPLEMENTING THE CONSULTANTS' RECOMMENDATIONS. (THIS DOCUMENT WAS PUBLISHED BY THE ENLIGHTENMENT PRESS, DE KALB, ILLINOIS 60115.) (AJ)

ED 012 875 **AC 001 379**

MISHNUN, FLORENCE DELEHANTY, JOHN

TRAINING IN SERVICE OCCUPATIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT.

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.

REPORT NUMBER BULL-9

PUB DATE MAR 66

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *PARTICIPANT CHARACTERISTICS, *SERVICE EDUCATION, *SERVICE OCCUPATIONS, *TRAINING TECHNIQUES, EDUCATIONAL BACKGROUND, EMPLOYMENT PATTERNS, EMPLOYMENT TRENDS, ENROLLMENT, FEDERAL PROGRAMS, FEMALES, JOB PLACEMENT, MANPOWER DEVELOPMENT AND TRAINING ACT, OCCUPATIONS, ON THE JOB TRAINING, RACE, STATISTICAL DATA, UNEMPLOYMENT, VOCATIONAL RE-TRAINING, WAGES.

DURING THE PERIOD AUGUST 1962-MAY 1965, ABOUT 65,000 PERSONS RECEIVED TRAINING IN SERVICE AND RELATED OCCUPATIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA). MOST PREPARED FOR SPECIFIC OCCUPATIONS, ALTHOUGH MANY OTHERS RECEIVED TESTING, COUNSELING, LITERACY TRAINING, AND OTHER SERVICES THROUGH MULTI-OCCUPATIONAL PROJECTS. OVER HALF THE TRAINEES HAD NOT COMPLETED HIGH SCHOOL, MOST (88.5 PERCENT) WERE UNDER 45, AND A THIRD WERE NONWHITE. ABOUT 60 PERCENT WERE MEN, LARGELY TRAINEES IN AUTOMOTIVE SERVICE AND APPLIANCE SERVICING AND REPAIR. ABOUT TWO-THIRDS OF THE WOMEN WERE IN LICENSED PRACTICAL NURSING OR HOSPITAL ATTENDANT COURSES. OVER 40 PERCENT OF TRAINEES HAD BEEN UNEMPLOYED 15 WEEKS OR LONGER. OF THOSE COMPLETING TRAINING THROUGH MAY 1965, 73 PERCENT FOUND EMPLOYMENT, LARGELY IN TRAINING-RELATED OCCUPATIONS AND AT HIGHER WAGES THAN BEFORE TRAINING. MOREOVER, TRAINING PERIODS WERE SHORT AND CONSEQUENT STUDENT COSTS RELATIVELY MODEST. TRAINEE ENROLLMENTS HAVE INCREASED SINCE FEBRUARY 1965, AND IMPORTANT NEW CONTRACTS HAVE BEEN NEGOTIATED FOR PILOT PROJECTS

AND ON THE JOB TRAINING. (THE DOCUMENT INCLUDES FOUR TABLES AND A CHART.) (LY)

ED 012 876

AC 001 382

PALORNO, JEAN M.

COMPUTER PROGRAMMER APTITUDE BATTERY, MANUAL.

SCIENCE RESEARCH ASSOCIATES INC., CHICAGO, ILL.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *APTITUDE TESTS, *ELECTRONIC DATA PROCESSING, *PROFESSIONAL TRAINING, *PROGRAMERS, *RESEARCH METHODOLOGY, COMPUTERS, MANUALS, MATHEMATICS, PREDICTIVE ABILITY (TESTING), PROBLEM SOLVING, PRODUCTIVE THINKING, PROGRAMMING, RESEARCH, STATISTICAL DATA, TEST CONSTRUCTION, TEST INTERPRETATION, TEST VALIDITY, TESTING, VOCABULARY SKILLS.

DEVELOPED TO AID MANAGERS OF DATA-PROCESSING CENTERS AND PERSONNEL DIRECTORS IN SCREENING PERSONS WITH APTITUDES FOR COMPUTER PROGRAMING, THE COMPUTER PROGRAMMER APTITUDE BATTERY (CPAB) INCLUDES DETAILED DESCRIPTION OF TEST ADMINISTRATION, INTERPRETATION, DEVELOPMENT, AND STATISTICAL INFORMATION. FIVE SEPARATELY TIMED TESTS (VERBAL MEANING, REASONING, LETTER SERIES, NUMBER ABILITY, AND DIAGRAMING), ARE PUBLISHED IN A REUSABLE BOOKLET AND ANSWERS ARE RECORDED ON A SELF-SCORING SHEET. IF LOCAL PERCENTILE NORMS ARE NOT AVAILABLE FOR PARTICULAR ORGANIZATION, CPAB PROVIDES NORMS AND GUIDELINES FOR SCORE INTERPRETATION. RESEARCH IS CITED IN SUPPORT OF THE CPAB-RELIABILITY COEFFICIENTS, TEST INTERCORRELATIONS, AND UNIQUE VARIANCE ARE COMPUTED FOR EACH TEST, WHILE ALL ITEMS ARE ANALYZED FOR DIFFICULTY LEVEL AND INTERNAL CONSISTENCY. THREE VALIDITY STUDIES REVEAL THAT THE BATTERY OF TESTS IS EFFECTIVE FOR PREDICTING TRAINING ACHIEVEMENT, BUT LESS CONCLUSIVE IN PROVIDING EVIDENCE FOR PREDICTING JOB PERFORMANCE. (SEVEN TABLES OF EXPERIMENTAL DATA, A TABLE OF PERCENTILE NORMS FOR COMPUTER PROGRAMER TRAINEES AND APPLICANTS AS WELL AS FOR EXPERIENCED PROGRAMERS AND SYSTEM ANALYSTS ARE INCLUDED.) THIS DOCUMENT IS AVAILABLE FROM SCIENCE RESEARCH ASSOCIATES, INC., 255 EAST ERIE ST., CHICAGO, ILL. 60611. (PT)

ED 012 877

AC 001 396

DECROW, ROGER

RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION.

ADULT EDUCATION ASSN. OF U.S.A., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-00.50 HC-02.76 67P.

DESCRIPTORS *ADULT EDUCATION, *RESEARCH REVIEWS, ADULT BASIC EDUCATION, ADULT EDUCATORS, ADULT LEARNING, ADULT VOCATIONAL EDUCATION, CORRESPONDENCE STUDY, GROUP INSTRUCTION, INDIVIDUAL INSTRUCTION, MANAGEMENT DEVELOPMENT, PARTICIPATION, PROFESSIONAL CONTINUING EDUCATION, PROGRAM ADMINISTRATION, PROGRAM PLANNING, RESEARCH,

RURAL EXTENSION, TEACHING METHODS, TRAINING TECHNIQUES, UNIVERSITY EXTENSION, VOCATIONAL TRAINING.

THE 177 REPORTS COMPRISING THIS RESEARCH REVIEW DEAL WITH SUCH AREAS AND TOPICS AS LEARNING-RELATED ABILITIES, INTERESTS, AND MOTIVES, PROGRAM PLANNING AND ADMINISTRATION, LEARNING FORMATS AND ENVIRONMENTS, INSTRUCTIONAL METHODS AND TECHNIQUES, ADULT BASIC EDUCATION, VOCATIONAL EDUCATION, MANAGEMENT AND THE PROFESSIONS, INSTITUTIONAL SPONSORS (CHIEFLY IN EXTENSION EDUCATION), AND RESEARCH METHODOLOGY. AS STIPULATED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) OF THE U.S. OFFICE OF EDUCATION, EACH REPORT INCLUDES THE TITLE, AUTHOR, STANDARD BIBLIOGRAPHIC CITATION, AND A SIGNED ABSTRACT SUMMARIZING PURPOSE, METHODS, AND FINDINGS IN ABOUT 200 WORDS. EXCEPT FOR REPORTS FROM STANDARD JOURNALS AND OTHER PUBLISHED SOURCES, MOST ITEMS LISTED CAN BE PURCHASED IN MICROFILM, MICROFICHE, OR HARD COPY REPRODUCTION EITHER FROM UNIVERSITY MICROFILMS, INC. OR FROM THE ERIC DOCUMENT REPRODUCTION CENTER (EDRS). THIS DOCUMENT WAS ALSO PUBLISHED IN ADULT EDUCATION, VOLUME 17, NUMBER FOUR, SUMMER 1967. ADULT EDUCATION IS ISSUED QUARTERLY BY THE ADULT EDUCATION ASSOCIATION OF THE U.S.A., 1225 NINETEENTH ST., N.W., WASHINGTON, D.C. 20036. (EB)

ED 012 878

AC 001 398

FITZGERALD, HUNTER

ADULT BASIC EDUCATION NATIONAL TEACHER TRAINER INSTITUTE (CALIFORNIA POLYTECHNIC STATE COLLEGE, VOOHIS CAMPUS, JULY 10-28, 1967).

CALIFORNIA UNIV., LOS ANGELES

PUB DATE 67

EDRS PRICE MF-00.50 HC-02.60 63P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *ADULT BASIC EDUCATION, *ADULT EDUCATORS, *INSERVICE TEACHER EDUCATION, *INSTITUTES (TRAINING PROGRAMS), CALIFORNIA, ELEMENTARY EDUCATION, ENGLISH (SECOND LANGUAGE), EVALUATION, INSTRUCTIONAL MATERIALS, PROGRAM CONTENT, TEACHING METHODS, WORKSHOPS.

THE 1967 WESTERN REGION TEACHER TRAINING INSTITUTE AT CALIFORNIA POLYTECHNIC STATE COLLEGE WAS DESIGNED TO PROVIDE TRAINING FOR ADMINISTRATORS AND TEACHERS OF ADULT BASIC EDUCATION (ABE) PROGRAMS IN SIX STATES. THE INSTITUTE FOCUSED ON FIVE BROAD AREAS-UNDERSTANDING THE ABE STUDENT, METHODS OF TRAINING ABE INSTRUCTORS, ADMINISTRATION, PROGRAM EVALUATION, AND ABE CURRICULUM. THE TEACHER INSTITUTE, SUBDIVIDED INTO ELEMENTARY EDUCATION OR ENGLISH AS A SECOND LANGUAGE INTEREST GROUPS, FEATURED LECTURE-DISCUSSIONS AND SMALL GROUP ACTIVITIES IN WHICH INSTRUCTIONAL METHODS AND MATERIALS, EDUCATIONAL TECHNOLOGY, GUIDANCE AND COUNSELING TECHNIQUES, AND METHODS OF EVALUATION AND MEASUREMENT WERE STUDIED. IN THE ADMINISTRATIVE INSTITUTE, DIVIDED INTO NINE PROJECT GROUPS, EACH PARTICIPANT DEVELOPED A PROJECT TO BE USED IN HIS COMMUNITY. FOUR EVENINGS A WEEK

PARTICIPANTS IN BOTH INSTITUTES OBSERVED AND TAUGHT IN ABE CLASSES IN LOS ANGELES. RECOMMENDATIONS FOR FUTURE WORKSHOPS WERE CONDUCT SEPARATE WORKSHOPS FOR RURAL AND METROPOLITAN ABE PROGRAMS, PROVIDE FOR A MORE CONSISTENT METHOD OF PARTICIPANT SELECTION, SELECT STAFF ASSOCIATES FROM PREVIOUS INSTITUTE PARTICIPANTS, AND SEPARATE ADMINISTRATOR AND TEACHER INSTITUTES. (AJ)

ED 012 879

AC 001 399

SENECAL, ROBERT SMITH, HARRY

NATIONAL UNIVERSITY EXTENSION ASSOCIATION ANNUAL MEETING, COMMUNITY DEVELOPMENT (52D, UNIVERSITY OF MICHIGAN, APRIL 22-25, 1967).

IOWA UNIV., IOWA CITY, INST. OF PUBLIC AFFAIRS

PUB DATE AUG 67

EDRS PRICE MF-00.25 HC-02.32 56P.

DESCRIPTORS *CHANGE AGENTS, *COMMUNITY DEVELOPMENT, *LEADERSHIP, *SOCIAL CHANGE, *UNIVERSITY EXTENSION, AREA STUDIES, BEHAVIOR CHANGE, COLLEGE STUDENTS, COMMUNITY INVOLVEMENT, COMMUNITY LEADERS, COMMUNITY SERVICES, CONFLICT, EDUCATIONAL OBJECTIVES, EDUCATIONAL PLANNING, LEADERSHIP TRAINING, POPULATION DISTRIBUTION, SOCIAL STRUCTURE, TITLE I HIGHER EDUCATION ACT OF 1965, URBAN AREAS, WORK EXPERIENCE PROGRAMS.

IN PAPERS PRESENTED AT THE 1967 MEETING OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION, A UNIVERSITY EXTENSION DIRECTOR, ACADEMIC EXPERTS ON COMMUNITY THEORY, REGIONAL AND COMMUNITY AFFAIRS, AND AGRICULTURAL ECONOMICS, AND FEDERAL ADMINISTRATORS DISCUSS ISSUES AND IDEAS AFFECTING THE ROLE OF HIGHER EDUCATION IN HELPING TO IMPROVE COMMUNITIES. THE REQUISITES FOR PURPOSIVE SOCIAL CHANGE ARE EXAMINED AGAINST THE BACKDROP OF COMPLEX SOCIAL STRUCTURES AND RAPIDLY CHANGING SOCIAL RELATIONSHIPS AND VALUES. A HIERARCHICAL GEOGRAPHIC MODEL IS SET FORTH TO ILLUSTRATE A CONCEPTION OF URBAN GROWTH AND FUNCTIONS. COMMUNITY DEVELOPMENT IS VIEWED IN TERMS OF THE KINDS OF LEADERSHIP NEEDED TO HELP CITIZENS MEET ECONOMIC AND OTHER PROBLEMS THAT REQUIRE GROUP DECISION AND GROUP ACTION. A PROPOSED COLLEGE-PUBLIC SERVICE TRAINING PROGRAM WOULD ENGAGE STUDENTS (MAINLY UNIVERSITY UNDERGRADUATES) IN SEMINARS, WORKSHOPS, AND PRACTICAL SERVICE TO THE COMMUNITY, EITHER DURING THE SCHOOL TERM OR IN VACATION PERIODS. FINALLY, TWO ASSESSMENTS OF THE OUTLOOK FOR COMMUNITY SERVICE AND PLANNING POLICY UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965 GIVE EVIDENCE OF BOTH SUCCESS AND FAILURE IN DEVELOPING COMPREHENSIVE, INTERDISCIPLINARY PROGRAMS FOUNDATION ON THE BASIC PROCESSES OF SOCIAL CHANGE. (LY)

ED 012 880

AC 001 402

THE TEACHING PROFESSION AND THE WORLD-WIDE LITERACY PROGRAMME, A HANDBOOK FOR LEADERS OF WCOTF AFFILIATED ORGANIZATIONS.

WORLD CONFED. OF ORGAN. OF THE TEACHING PROFESSION

PUB DATE MAY 67
EDRS PRICE MF-\$0.25 HC-\$1.65 40P.

DESCRIPTORS *ADULT BASIC EDUCATION, *LEADERSHIP TRAINING, *LITERACY EDUCATION, *PROFESSIONAL ASSOCIATIONS, *TEACHER ROLE, ADULT CHARACTERISTICS, CASE STUDIES (EDUCATION), DEVELOPING NATIONS, EDUCATIONAL PLANNING, FACILITIES, ILLITERATE ADULTS, INSTRUCTIONAL MATERIALS, NATIONAL PROGRAMS, PHILIPPINES, SCHOOL INVOLVEMENT, TEACHER EDUCATION, TEACHING TECHNIQUES, UNIVERSITIES, VOLUNTARY AGENCIES, VOLUNTEERS.

A LITERACY HANDBOOK PREPARED BY THE WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION INDICATES THE WAYS IN WHICH TEACHERS' ASSOCIATIONS, TRADITIONALLY CHILD-CENTERED, CAN EFFECTIVELY ENGAGE IN ADULT EDUCATION. A 1966 CASE STUDY ON THE PHILIPPINE PUBLIC SCHOOL TEACHERS' ASSOCIATION, AND WCOT SURVEYS CONDUCTED DURING 1965 IN KENYA AND THAILAND, SUGGEST THE EXTENT TO WHICH THE PUBLIC SCHOOL SYSTEMS OF DEVELOPING NATIONS CAN AND SHOULD PARTICIPATE IN PLANNING AND COORDINATING LITERACY CAMPAIGNS AND IN PROVIDING SUITABLE FACILITIES AND INSTRUCTION. TEACHERS' ORGANIZATIONS CAN GRANT LEAVES OF ABSENCE FOR TRAINING AND SUPPORT FOLLOWUP READING DEVELOPMENT ACTIVITIES FOR NEW LITERATES. UNIVERSITIES CAN SERVE IN SUCH AREAS AS CURRICULUM AND PROGRAM PLANNING, LEADERSHIP TRAINING, BASIC AND APPLIED RESEARCH, COORDINATION AND LIAISON, AND INFORMATION DISSEMINATION. TRAINING CURRICULUMS WOULD STRESS ADULT CHARACTERISTICS AND MOTIVATION, INSTRUCTIONAL METHODS FOR WORKING EITHER WITH THE STUDENT'S MOTHER TONGUE OR WITH A GIVEN COLONIAL (EUROPEAN) LANGUAGE, AND AUDIOVISUAL TECHNIQUES. FINALLY, TEACHERS' ORGANIZATIONS SHOULD ENLIST MORE NONPROFESSIONAL VOLUNTEER LITERACY WORKERS AND WORK MORE CLOSELY WITH VOLUNTARY ORGANIZATIONS. (LY)

ED 012 881 24 AC 001 403

APEL, JOHN D.

PREDICTION OF ADULT EDUCATORS' ATTITUDES TOWARD INSTITUTIONAL CHANGES. FINAL REPORT.

CHICAGO UNIV., ILL.

REPORT NUMBER BR-6-8075

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *ADULT EDUCATORS, *ATTITUDES, *EDUCATIONAL PROGRAMS, *ORGANIZATIONAL CHANGE, *PREDICTION, ADOPTION (IDEAS), BEHAVIOR PATTERNS, BEHAVIOR THEORIES, DOGMATISM, FACTOR ANALYSIS, PERSONAL VALUES, PERSONALITY STUDIES, PREDICTIVE VALIDITY, RESEARCH, ROKEACH DOGMATISM SCALE, STATISTICAL DATA, UNIVERSITY EXTENSION, UNIVERSITY OF MISSOURI.

CONTRACT OEC-3-6-068075-0843

MAINTAINING FLEXIBILITY IN EDUCATIONAL PROGRAMING, NECESSARY TO MEET THE CHANGING NEEDS AND SOCIAL PROBLEMS OF THE ADULT STUDENT, CALLS FOR STAFF MEMBERS' WILLINGNESS TO ADAPT TO CHANGE. THUS, PREDICTING THE ATTITUDES OF ADULT EDUCATORS TOWARD INSTITUTIONAL CHANGE IS A SIGNIFICANT CONC-

ERN. THIS RESEARCH TESTED THE NOTION, DRAWN FROM PSYCHOLOGICAL, SOCIOLOGICAL, AND ADMINISTRATIVE THEORY, THAT AN INDIVIDUAL'S PERSONALITY OR VALUE SYSTEM IS A LESS ADEQUATE MEASURE OF HIS ATTITUDE TOWARD CHANGE THAN IS HIS PERCEPTION OF THE EFFECTS OF CHANGE ON HIS PERSONAL INTERESTS AND INSTITUTIONAL GOALS. DATA, COLLECTED BY MEANS OF A QUESTIONNAIRE ADMINISTERED TO 406 STAFF MEMBERS OF THE UNIVERSITY OF MISSOURI EXTENSION DIVISION, WERE ANALYZED STATISTICALLY BY FACTOR ANALYSIS. THE ROKEACH DOGMATISM SCALE WAS THE PERSONALITY DIMENSION. RESULTS INDICATED THAT, WHILE ATTITUDE TOWARD CHANGE IN GENERAL MAY VARY FROM PERSON TO PERSON, MOST PEOPLE CONSISTENTLY REACT IN DIFFERENT WAYS TO DIFFERENT CHANGES RATHER THAN AUTOMATICALLY REJECTING OR ACCEPTING ALL CHANGE. THE RELATIVE IMPORTANCE EACH ATTACHES TO DIFFERENT ASPECTS OF THE "GOODNESS" OR "BADNESS" OF EACH CHANGE IS PARAMOUNT. (AJ)

ED 012 882 AC 001 405

VERNER, COOLIE GUBBELS, PETER M. THE ADOPTION OR REJECTION OF INNOVATIONS BY DAIRY FARM OPERATORS IN THE LOWER FRASER VALLEY.

AGRICULTURAL ECONOMICS RESEARCH COUNCIL OF CANADA

REPORT NUMBER PUB-11

PUB DATE JUN 67

EDRS PRICE MF-\$0.50 HC-\$3.60 88P.

DESCRIPTORS *ADOPTION (IDEAS), *FARMERS, *INFORMATION SOURCES, *INNOVATION, *SOCIOECONOMIC INFLUENCES, ADULT CHARACTERISTICS, AGRICULTURAL EDUCATION, BRITISH COLUMBIA, CANADA, DIFFUSION, EXTENSION AGENTS, INDIVIDUAL GROUP INSTRUCTION, MASS MEDIA, MOTIVATION, ORGANIZATIONS (GROUPS), PERSONAL INFLUENCE, REJECTION, RESEARCH, STATISTICAL DATA, SURVEYS.

SOCIOECONOMIC CHARACTERISTICS, RESPONSES TO INNOVATIONS, AND USE OF INFORMATION SOURCES WERE CORRELATED FOR 100 RANDOMLY CHOSEN DAIRY FARMERS IN THE LOWER FRASER VALLEY OF BRITISH COLUMBIA. TEN DAIRYING INNOVATIONS WERE DIVIDED INTO TWO GROUPS ACCORDING TO COMPLEXITY. ADOPTION SCORES WERE USED TO CLASSIFY THE FARMERS AND STAGES OF ADOPTION (AWARENESS, INTEREST, EVALUATION, TRIAL, ADOPTION). CHARACTERISTICS POSITIVELY RELATED TO ADOPTION WERE ACTIVE INFORMATION SEEKING, SOCIAL PARTICIPATION, HIGHER INCOME, AND LARGE HERDS OF YOUNG STOCK. CHARACTERISTICS NEGATIVELY RELATED INCLUDED LONG DAIRYING EXPERIENCE, LARGE FAMILIES, AND LONG TENURE ON THE PRESENT FARM. AWARENESS CAME LARGELY BY MASS MEDIA, BUT PERSONAL CONTACTS WERE DOMINANT AT LATER STAGES OF ADOPTION. ON THE LESS COMPLEX INNOVATIONS, UNAWARENESS AND DISCONTINUATION WERE HIGHER, WHILE REJECTION, ADOPTION, AND CONTINUATION WERE LOWER. ABOUT HALF THE REJECTIONS OCCURRED DURING AWARENESS. DISTRICT AGRICULTURISTS AND FARM ORGANIZATIONS PLAYED A MINOR ROLE IN DIFFUSION AND ADOPTION. PROVISIONS FOR KEEPING CANADIAN FARMERS ABREAST OF DESIRABLE INNOVATIONS WERE JUDGED INADEQUATE. (THE

DOCUMENT INCLUDES 43 TABLES AND 37 PREFERENCES.) THIS PUBLICATION IS ALSO AVAILABLE, FOR \$2.00, FROM THE AGRICULTURAL ECONOMICS RESEARCH COUNCIL OF CANADA, COLONEL BY DRIVE, OTTAWA 1, CANADA. (LY)

ED 012 883

AC 001 406

DOYLE, LAWRENCE F.

AN EVALUATION OF APPRENTICESHIP-GROWTH OR STAGNATION, A FRANK DISCUSSION OF GOVERNMENT, UNION, AND INDUSTRY ROLES.

PUB DATE OCT 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *APPRENTICESHIPS, *EVALUATION, *INDUSTRIAL TRAINING, *LABOR EDUCATION, *MOTIVATION, EMPLOYER ATTITUDES, FEDERAL GOVERNMENT, INDUSTRY, JOB SKILLS, LABOR STANDARDS, LABOR UNIONS, LEARNING THEORIES, MANPOWER DEVELOPMENT, PROGRAM LENGTH, PSYCHOLOGICAL NEEDS, SKILLED OCCUPATIONS, WAGES, WORK ATTITUDES.

APPRENTICESHIP PROGRAMS, WHICH SHOULD PROVIDE A CONTINUOUS SUPPLY OF CRAFTSMEN, ARE NOT NOW ALLEVIATING A SHORTAGE OF SKILLED LABOR. CRAFT UNIONS PERPETUATE SKILLS SHORTAGES BY SPECIFYING JOURNEYMEN-APPRENTICE RATIOS AND MAINTAINING A RESTRICTIVE SELECTION POLICY. THE SOLUTION TO THE PROBLEM LIES NOT IN FEDERAL LEGISLATION NOR IN MORE FORMAL TRAINING PROCEDURES, BUT RATHER IN REVITALIZING EXISTING STRUCTURES OF APPRENTICESHIP FROM WITHIN TO STIMULATE INDIVIDUALS TO BECOME MORE CREATIVE, CONSCIENTIOUS APPRENTICES. HOW WORKERS ARE MOTIVATED HAS BEEN THE SUBJECT OF SEVERAL PSYCHOLOGICAL STUDIES. WHEN APPLIED TO APPRENTICESHIP TRAINING, THESE STUDIES PINPOINT ASPECTS OF THE PROGRAMS THAT NOW STIFLE INCENTIVE, INCLUDING MAN-HOUR REQUIREMENTS FOR EACH STEP OF TRAINING (TRADITIONALLY LASTING FROM FOUR TO SIX YEARS), STANDARD UNION WAGES WHICH DO NOT REWARD SUPERIOR PERFORMANCE, AND, ESPECIALLY, RESTRICTED ACTIVITIES WITHIN THE JOB. IF THE APPRENTICE WERE GIVEN THE FREEDOM TO PROGRESS THROUGH THE PROGRAM AT HIS OWN RATE BASED UPON THE QUALITY OF WORK HE PRODUCES, THE PUBLIC WOULD BE REWARDED BY A HIGHER STANDARD OF CRAFTSMANSHIP. UNIONS WOULD RECEIVE THE RECOGNITION AND STATUS DUE AN ORGANIZATION PRODUCING HIGHLY TRAINED CRAFTSMEN, AND THE INDIVIDUAL WOULD PROSPER MATERIALLY AND PSYCHOLOGICALLY. THIS DOCUMENT APPEARED IN TRAINING AND DEVELOPMENT JOURNAL, 21(10)/2/12 OCTOBER 1967. (AJ)

ED 012 884

AC 001 407

MOORE, LARRY F.

BUSINESS GAMES VS. CASES AS TOOLS OF LEARNING. RESULTS OF RESEARCH AT UNIVERSITY OF COLORADO.

PUB DATE OCT 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CASE STUDIES (EDUCATION), *COMPARATIVE ANALYSIS, *MANAGEMENT EDUCATION, *MANAGEMENT GAMES, *TEACHING TECHNIQUES, BUSINESS EDUCATION, BUSINESS SUBJECTS, DECISION MAKING SKILLS, EVALUATION,

EVALUATION TECHNIQUES, MOTIVATION, RESEARCH, UNIVERSITY OF COLORADO,

AS A TEACHING DEVICE, THE MANAGEMENT GAME POSSESSES UNIQUE FEATURES—DIRECT FEEDBACK OF DECISION RESULTS AND SEQUENTIAL DECISION-MAKING. THE BUSINESS GAME AND CASE METHOD ARE CLOSELY RELATED. BOTH DEFINE A COLLECTION OF DATA, AFFORD PRACTICE IN THE USE OF ANALYTICAL TOOLS, EXPOSE TRAINEES TO DECISION-MAKING UNDER CONDITIONS OF UNCERTAINTY, AND ILLUSTRATE THE ACTIONS OF COMPETITORS. ATTEMPTS TO COMPARE THE TEACHING EFFECTIVENESS OF GAMES AND CASES CARRIED OUT AT HARVARD AND NORTHWESTERN UNIVERSITIES SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN THE TWO METHODS. IN ANOTHER ATTEMPT AT EVALUATION, TWO GROUPS OF BUSINESS STUDENTS AT THE UNIVERSITY OF COLORADO USED FIVE GAMES AND FIVE CORRESPONDING CASES AND WERE TESTED AT THE END OF THEIR COURSE. TEST RESULTS DID NOT SUPPORT THE PROPOSITION THAT GAMES ARE MORE EFFECTIVE FROM THE STANDPOINT OF LEARNING. IN FACT, THEY SHOWED SOME ASPECTS OF LEARNING TO BE BETTER ACHIEVED THROUGH THE CASE METHOD. WHILE THESE STUDIES WERE NOT MEANT TO MEASURE MOTIVATION, THE RESULTS SUGGEST THAT GAME PLAYERS ARE NOT STRONGLY MOTIVATED TO LEARN THE BASIC CONCEPTS UNDERLYING THE GAME BUT RATHER BECOME PREOCCUPIED WITH "BEATING THE SYSTEM" OR WITH COMPETING AGAINST EACH OTHER. THE CASE METHOD, ON THE OTHER HAND, MAY PROVIDE AN ATMOSPHERE MORE SUITABLE TO THE EXAMINATION OF KEY ISSUES. THIS DOCUMENT APPEARED IN TRAINING AND DEVELOPMENT JOURNAL 21 (10) 13-23, OCTOBER 1967. (AJ)

ED 012 885 AC 001 425
GEORGIA STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965.
GEORGIA UNIV., ATHENS
PUB DATE 03 MAY 66
EDRS PRICE MF-\$0.50 HC-\$3.36 82P.

DESCRIPTORS *COMMUNITY DEVELOPMENT, *COMMUNITY SERVICES, *LEADERSHIP TRAINING, *PROGRAM PROPOSALS, *STATE PROGRAMS, COMMUNITY PROBLEMS, CONTINUING EDUCATION CENTERS, CRITERIA, DEMOGRAPHY, EVALUATION, FEDERAL AID, FEDERAL PROGRAMS, FINANCIAL POLICY, GEOGRAPHIC AREAS, GEORGIA, PROGRAM ADMINISTRATION, PROGRAM DESCRIPTIONS, SELECTION, STATISTICAL DATA, UNIVERSITIES, UNIVERSITY OF GEORGIA.

TITLE I OF THE HIGHER EDUCATION ACT OF 1965 CALLS FOR STATE PLANS FOR COMPREHENSIVE, COORDINATED, AND STATEWIDE SYSTEMS OF COMMUNITY SERVICE PROGRAMS. IN THE GEORGIA STATE PLAN THE PROGRAM PURPOSES ARE OUTLINED, THE UNIVERSITY OF GEORGIA IS DESIGNATED THE STATE AGENCY FOR PLAN ADMINISTRATION (INCLUDING ALLOCATING FEDERAL FUNDS TO PARTICIPATING INSTITUTIONS), AND A NETWORK OF AREA CONTINUING EDUCATION CENTERS IS PROVIDED. EXCEPT IN SPECIAL CASES WHEN PUBLIC SCHOOLS CAN BE APPROVED, INSTITUTIONS OF HIGHER EDUCATION COMMITTED TO MAK-

ING COMMUNITY SERVICE PROGRAMS AVAILABLE TO THE POPULATION WITHIN COMMUTING DISTANCE AND HAVING SUPPORTING STAFF AND FACILITIES WILL BE NAMED AREA CENTERS. LOCAL CITIZENS WILL BECOME COMPETENT TO ASSUME RESPONSIBLE ROLES IN COMMUNITY IMPROVEMENT THROUGH BASIC AND SPECIALIZED CONTINUING EDUCATION PROGRAMS IN COMMUNITY DEVELOPMENT. IN A SERIES OF WORK-STUDY PROGRAMS, LEADERS WILL GAIN UNDERSTANDING OF RESEARCH THEORY AND METHOD AND PRINCIPLES OF COMMUNITY ACTION, AND DEVELOP ABILITIES TO STUDY IN DEPTH COMMUNITY NEEDS AND RESOURCES AND TO PLAN AND IMPLEMENT COMMUNITY PROGRAMS. (DOCUMENT INCLUDES DETAILS OF PROCEDURE, BUDGET, PROGRAM AND INSTITUTIONAL ELIGIBILITY, AND LISTS OF OFFICIALS AND INSTITUTIONS.) (AJ)

ED 012 886 AC 001 426
KILLIAN, JAMES R., JR. AND OTHERS
PUBLIC TELEVISION, A PROGRAM FOR ACTION, REPORT AND RECOMMENDATIONS OF THE CARNEGIE COMMISSION ON EDUCATIONAL TELEVISION.
CARNEGIE CORP. OF NEW YORK, N.Y.
PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *FINANCIAL SUPPORT, *LEGAL PROBLEMS, *MEDIA TECHNOLOGY, *PROGRAM PROPOSALS, *PUBLIC TELEVISION, COMMERCIAL TELEVISION, EDUCATIONAL NEEDS, EDUCATIONAL TELEVISION, FEDERAL AID, FEDERAL COMMUNICATIONS COMMISSION, FEDERAL LEGISLATION, INSTRUCTIONAL TELEVISION, NATIONAL PROGRAMS, NETWORKS, PROGRAM IMPROVEMENT, PROGRAMERS, PROGRAMING PROBLEMS, STATISTICAL DATA, SUBPROFESSIONALS, TECHNOLOGICAL ADVANCEMENT, TELEVISION RESEARCH, TELEVISION SURVEYS.

THE REPORT OF THE CARNEGIE COMMISSION ON EDUCATIONAL TELEVISION PROPOSES A NON-PROFIT CORPORATION FOR PUBLIC TELEVISION TO RECEIVE AND DISBURSE PRIVATE AND GOVERNMENT FUNDS. IT RECOMMENDS INCREASED GOVERNMENT SUPPORT OF LOCAL AND NATIONAL PROGRAM PRODUCTION, NEW FACILITIES FOR LIVE-BROADCAST INTERCONNECTION, RESEARCH AND DEVELOPMENT IN PROGRAMING AND PRODUCTION AND IN TELEVISION TECHNOLOGY, AND RECRUITMENT AND TRAINING OF SPECIALIZED TALENT. THERE SHOULD BE ADDITIONAL ENABLING LEGISLATION AND FINANCING THROUGH EXCISE TAXES ON TELEVISION RECEIVERS. THE EXISTING SYSTEM (DECEMBER 1966) IS OUTLINED—SPONSORSHIP (21 SCHOOL, 27 STATE, 35 UNIVERSITY, AND 41 COMMUNITY STATIONS), SOURCES OF GENERAL PROGRAMING, DISTRIBUTION, AND FINANCIAL SUPPORT. CHARACTERISTICS OF COMMERCIAL AND PUBLIC TELEVISION AND THEIR AUDIENCES ARE DESCRIBED, AND THE POTENTIALS OF EDUCATIONAL TELEVISION DISCUSSED. SUPPLEMENTARY PAPERS ALSO DISCUSS LEGAL ASPECTS, PROJECTED LONG-RUN OPERATING COSTS, AND THE ROLE OF THE FEDERAL COMMUNICATIONS COMMISSION. FINANCIAL AND OPERATING REPORTS OF EDUCATION TELEVISION STATIONS, JULY 1965-JUNE 1966, ARE PRESENTED TOGETHER WITH DATA ON AUDIENCE SIZES AND OCCUPATIONAL AND EDUCATIONAL

CHARACTERISTICS OF LISTENERS. DOCUMENT INCLUDES 35 TABLES, A MAP, AND LIST OF ETV STATIONS. THIS DOCUMENT IS AVAILABLE FROM BANTAM BOOKS, NEW YORK, N.Y. 10016. (LV)

ED 012 887 AC 001 431
ASHEIM, LESTER AND OTHERS
EDUCATIONAL TELEVISION, THE NEXT TEN YEARS.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-34036
PUB DATE 65
EDRS PRICE MF-\$1.50 HC-\$16.00 398P.

DESCRIPTORS *EDUCATIONAL TELEVISION, *INSTRUCTIONAL MATERIALS, *MEDIA TECHNOLOGY, *PROGRAM IMPROVEMENT, *PUBLIC TELEVISION, COMMERCIAL TELEVISION, COMMUNITY RESPONSIBILITY, COSTS, EDUCATIONAL RADIO, EQUIPMENT, FINANCIAL SUPPORT, GENERAL EDUCATION, HISTORICAL REVIEWS, INSTRUCTIONAL MATERIALS CENTERS, INSTRUCTIONAL TELEVISION, MANPOWER DEVELOPMENT, NETWORKS, PROGRAMING PROBLEMS, PUBLIC AFFAIRS EDUCATION, PUBLIC SCHOOL SYSTEMS, SCHOOL ARCHITECTURE, SCHOOL DESIGN, STATE PROGRAMS, SURVEYS, UNITED STATES.

FOUR STUDIES OF EDUCATIONAL TELEVISION WERE COMMISSIONED BY THE U.S. OFFICE OF EDUCATION. THE FIRST, CONTRACTED TO THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, SURVEYED PLANS OF EDUCATIONAL INSTITUTIONS, ESTIMATED NEEDS FOR CHANNEL ALLOCATIONS FOR THESE PLANS, AND MADE ENGINEERING STUDIES OF HOW TO MEET THESE NEEDS. THE SECOND STUDY, MADE BY THE UNIVERSITY OF NEBRASKA, SURVEYED NEEDS AND PLANS OF EDUCATIONAL INSTITUTIONS FOR EXCHANGE OF TEACHING MATERIALS AND RECOMMENDED WAYS OF MEETING THESE NEEDS. THE THIRD, CONTRACTED TO THE INSTITUTE FOR COMMUNICATIONS RESEARCH AT STANFORD UNIVERSITY, STUDIED PROBLEMS OF FINANCE, PROGRAM QUALITY, MANPOWER TRAINING, AND DESIGN AND EQUIPMENT OF SCHOOLS. THE FOURTH STUDY, MADE BY NATIONAL EDUCATIONAL TELEVISION, STUDIED AUDIENCES OF EIGHT EDUCATIONAL TELEVISION STATIONS IN SIX DIFFERENT SITUATIONS IN THE UNITED STATES. THIS STUDY WAS SUMMARIZED IN AN APPENDIX AND THE RESULTS WERE TO BE PUBLISHED SEPARATELY. (CHANGES WHICH HAD OCCURRED SINCE THE FIRST PUBLICATION OF THIS DOCUMENT—1962—WERE NOTED IN THE FOREWORD. ALSO INCLUDED WERE THE RECOMMENDATIONS OF THE TELEVISION ADVISORY PANEL OF THE OFFICE OF EDUCATION. APPENDIXES INCLUDE BRIEF HISTORIES OF BOTH EDUCATIONAL TELEVISION AND EDUCATIONAL RADIO.) THIS DOCUMENT IS AVAILABLE, FOR \$1.25, FROM U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (SG)

ED 012 888 48 AL 000 150
POLOME, EDGAR C.
SWAHILI LANGUAGE HANDBOOK.
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
REPORT NUMBER BR-5-1242
PUB DATE 67
EDRS PRICE MF-\$1.00 HC-\$10.00 249P.
DESCRIPTORS *AREA STUDIES, *DI-

ALECT STUDIES, *GRAMMAR, *PHONOLOGY, *SWAHILI, AFRICAN CULTURE, CONGO, CREOLES, DESCRIPTIVE LINGUISTICS, DIACHRONIC LINGUISTICS, EAST AFRICA, LITERATURE, PIDGINS, SOCIOCULTURAL PATTERNS, CONTRACT OEC-2-14-042

THIS INTRODUCTION TO THE STRUCTURE AND BACKGROUND OF THE SWAHILI LANGUAGE WAS WRITTEN FOR THE NON-SPECIALIST. ALTHOUGH THE LINGUISTIC TERMINOLOGY USED IN THE DESCRIPTION OF THE LANGUAGE ASSUMES THE READER HAS HAD SOME TRAINING IN LINGUISTICS, THIS HANDBOOK PROVIDES BASIC LINGUISTIC AND SOCIOLINGUISTIC INFORMATION FOR STUDENTS OF AFRICAN CULTURE AND INTERMEDIATE OR ADVANCED SWAHILI LANGUAGE STUDENTS AS WELL AS FOR LINGUISTS. IN AN INTRODUCTION TO THE PRESENT LANGUAGE SITUATION, THIS HANDBOOK EXPLAINS THE DISTRIBUTION AND USE OF SWAHILI AS A LINGUA FRANCA, AS A PIDGIN, AND AS A MOTHER LANGUAGE AND EXPLAINS PRESENT USAGE THROUGH A BRIEF HISTORY OF THE LANGUAGE. DIALECTS OF SWAHILI ARE DISCUSSED AND RELATED LANGUAGES MENTIONED WHEN RELEVANT TO SWAHILI STRUCTURE. ALTHOUGH THE AUTHOR PLACES GREATEST EMPHASIS ON THE STRUCTURE OF THE LANGUAGE (PHONOLOGY, MORPHOLOGY, DERIVATION, INFLECTION, COMPLEX STRUCTURES, SYNTAX, AND VOCABULARY), HE INCLUDES CHAPTERS ON THE WRITING SYSTEM AND SWAHILI LITERATURE. OF SPECIAL INTEREST TO LANGUAGE TEACHERS IS A CHAPTER EXAMINING SPECIFIC POINTS OF CONTRAST BETWEEN SWAHILI AND ENGLISH. THIS HANDBOOK IS ALSO AVAILABLE FOR \$4.50 FROM THE OFFICE OF INFORMATION AND PUBLICATIONS, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVE., N.W., WASHINGTON, D.C. 20036. (JD)

ED 012 889 AL 001 151
CHAI, DAVID T.

COMMUNICATION OF PRONOMINAL REFERENTS IN AMBIGUOUS ENGLISH SENTENCES FOR CHILDREN AND ADULTS. MICHIGAN UNIV., ANN ARBOR, CTR. FOR HUMAN GROWTH
REPORT NUMBER 13
PUB DATE 05 JAN 67
EDRS PRICE MF-\$0.75 HC-\$6.64 164P.

DESCRIPTORS *LANGUAGE DEVELOPMENT, *PSYCHOLINGUISTICS, COGNITIVE DEVELOPMENT, COLLEGE STUDENTS, ELEMENTARY SCHOOL STUDENTS, JUNIOR HIGH SCHOOL STUDENTS, LOGICAL THINKING, RECOGNITION.

THIS RESEARCH STUDY WAS BASED ON THE ASSUMPTION THAT THE TECHNIQUE OF PSYCHOLINGUISTIC EXPERIMENTATION, AS WELL AS FORMAL ANALYSIS, CAN BE APPLIED TO DISCOVER SOME VARIABLES WHICH ALLOW THE HUMAN TO RESOLVE AMBIGUOUS SENTENCES. THE PROBLEM OF AMBIGUITY WAS CONFINED TO SITUATIONS IN WHICH A KEY PRONOUN IN A SENTENCE HAS MORE THAN ONE POSSIBLE ANTECEDENT. THE OBJECTIVE WAS TO DISCOVER SOME PARAMETERS THAT CONTROL THE ABILITY TO RESOLVE AMBIGUOUS PRONOMINAL REFERENCE IN DIFFERENT AGE GROUPS. THE EXPERIMENT INVOLVED A SET OF 176 SENTENCES, EACH OF WHICH CONTAINED PRONOUNS WITH AMBIGUOUS ANTECEDENTS. THE EXPERIMENTAL SUBJECTS-FIFTH, SEVENTH, AND EIGHTH GRADE CHILDREN, AND COL-

LEGE SOPHOMORES-JUDGED THE MOST APPROPRIATE REFERENT IN EACH SENTENCE. RESULTS FROM THE SOPHOMORE GROUP CONCLUSIVELY DEMONSTRATED THAT SUBJECTS COULD RESOLVE AN AMBIGUITY IN A SENTENCE BY REDUCING THE MEANING OF A KEY WORD FROM TWO TO ONE. EIGHTH GRADE SUBJECTS DEMONSTRATED THEY COULD LARGELY RESOLVE THE PRONOMINAL REFERENT WHEN REAL VERBS WERE USED (AS OPPOSED TO NONSENSE VERBS). RESULTS FROM THE SEVENTH GRADE SUBJECTS SHOWED A FURTHER DEGENERATION WITH RESPECT TO THE RESPONSES OF THE EIGHTH GRADERS. IN GENERAL THE FIFTH GRADE SUBJECTS WERE NOT ABLE TO RESOLVE THE PRONOMINAL AMBIGUITIES. THIS REPORT INCLUDES AN EXTENSIVE BIBLIOGRAPHY, THE TEST SENTENCES, RESPONSE MATRICES, AND AN "IDEAL GROUP" CHART. (AM)

ED 012 890 AL 002 222

FROMKIN, VICTORIA A.
RELATIONSHIP BETWEEN LINGUISTIC UNITS AND MOTOR COMMANDS.
PUB DATE 01 JUN 66
EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *ARTICULATION (SPEECH), *PHONETICS, *PSYCHOLINGUISTICS, AUDITORY DISCRIMINATION, CYBERNETICS, EMG, LINC COMPUTER, PERCEPTUAL MOTOR COORDINATION, PHONEMICS, PSYCHOACOUSTICS, PSYCHOMOTOR SKILLS, SPEECH, SPEECH HABITS, SYLLABLES, THOUGHT PROCESSES.

ASSUMING THAT SPEECH IS THE RESULT OF A NUMBER OF DISCRETE NEUROMUSCULAR EVENTS AND THAT THE BRAIN CAN STORE ONLY A LIMITED NUMBER OF MOTOR COMMANDS WITH WHICH TO CONTROL THESE EVENTS, THE RESEARCH REPORTED IN THIS PAPER WAS DIRECTED TO A DETERMINATION OF THE SIZE AND NATURE OF THE STORED ITEMS AND AN EXPLANATION OF HOW SPEAKERS ENCODE A SEQUENCE OF THESE DISCRETE LINGUISTIC UNITS INTO A CONTINUOUSLY CHANGING SIGNAL. THE TECHNIQUE OF ELECTROMYOGRAPHY WAS USED TO STUDY THE ACTIONS OF SOME OF THE MUSCLES IN THE MOUTH IN ARTICULATING "B.P.D" COMBINED WITH 12 AMERICAN ENGLISH VOWELS. RESULTS SHOWED THAT NO ONE-TO-ONE CORRESPONDENCE EXISTS BETWEEN PHONEMES AND MOTOR COMMANDS. TWO MOTOR COMMANDS DIRECTED SIMULTANEOUSLY TO THE SAME MUSCLE RESULT IN MUSCULAR ACTIVITY EQUAL TO THAT NECESSARY FOR THE PRODUCTION OF THE SOUND REQUIRING THE GREATEST TENSION. IF MOTOR COMMANDS CALL FOR A SEQUENCE OF GESTURES AND THE FIRST GESTURE REQUIRES MORE MUSCLE ACTION THAN THE SECOND, THE ACTION FOR THE SECOND GESTURE IS DECREASED. HOWEVER, WHEN THE SECOND GESTURE REQUIRES A GREATER OR EQUAL AMOUNT OF ACTIVITY, A MORE OR LESS SIMPLE CONCATENATION OF GESTURES RESULTS. ALTERNATIVE HYPOTHESES ARE DISCUSSED TO ACCOUNT FOR THESE DATA AND ARE SUGGESTED AS TOPICS FOR FURTHER EXPERIMENTS. THIS PAPER WAS PRESENTED AT A MEETING OF THE ACOUSTICAL SOC. OF AMER., BOSTON, JUNE 1, 1966. (JD)

ED 012 891 AL 001 261
LEHMANN, W.P. TOSH, L.W.
RESEARCH IN GERMAN-ENGLISH MECHAN-

ICAL TRANSLATION.
TEXAS UNIV., AUSTIN, LINGUISTICS RES. CTR.

REPORT NUMBER LRC-67-AFSC-4
PUB DATE APR 67
EDRS PRICE MF-\$0.50 HC-\$4.52 111P.
DESCRIPTORS *ENGLISH, *GERMAN, *MACHINE TRANSLATION, *PHRASE STRUCTURE, IBM 7040, LANGUAGE TRANSLATION SYSTEM, LANGUAGE TYPOLOGY, MORPHOLOGY (LANGUAGES), NOMINALS, SYNTAX, TRANSFORMATIONS (LANGUAGE),

UNDER CONTRACT WITH THE AIR FORCE, THE LINGUISTICS RESEARCH CENTER OF THE UNIVERSITY OF TEXAS CONDUCTED A RESEARCH PROJECT DESIGNED TO DEVELOP A GERMAN-ENGLISH SYNTACTIC TRANSLATION SYSTEM FOR SCIENTIFIC AND TECHNICAL TEXTS. MORE SPECIFICALLY, THE OBJECTIVES WERE TO (1) WRITE A GERMAN-ENGLISH TRANSFER GRAMMAR THAT WOULD LINK THE LINGUISTIC DESCRIPTIONS OF SOURCE AND TARGET LANGUAGES INVOLVED, AND (2) GIVE LINGUISTIC DESCRIPTIONS OF BOTH LANGUAGES THAT WOULD GENERATE MACHINE TRANSLATIONS OF GERMAN TEXTS. WITHIN A TRANSFORMATIONAL FRAMEWORK FOR INTERLINGUAL TRANSFER CODING, THE LANGUAGE TRANSLATION SYSTEM (LTS) ANALYZED TEXTS OF 500,000 GERMAN WORDS AND ONE MILLION ENGLISH WORDS. THE ANALYSIS YIELDED A DETAILED DESCRIPTION OF GERMAN SYNTAX WITH REGARD TO CERTAIN TYPES OF NOUN AND VERB PHRASES BOTH IN THE MONOLINGUAL AND INTERLINGUAL MODES. FOUR TRANSLATION RUNS WERE MADE, THE FIRST TWO ON A LEXICAL LEVEL AND THE LAST TWO ON MORPHOLOGY AND NP (NOUN PHRASE) STRUCTURES. (FB)

ED 012 892 AL 000 348

SLOBIN, DANI. WELSH, CHARLES A.
ELICITED IMITATION AS A RESEARCH TOOL IN DEVELOPMENTAL PSYCHOLINGUISTICS.
PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.
DESCRIPTORS *CHILD DEVELOPMENT, *LANGUAGE DEVELOPMENT, *PSYCHOLINGUISTICS, AUDITORY DISCRIMINATION, LANGUAGE PATTERNS, SPEECH, SYNTAX, TRANSFORMATION THEORY (LANGUAGE), VERBAL STIMULI.

THE AUTHORS HAVE CONCERNED THEMSELVES IN THIS STUDY WITH IMITATION AS A DEVICE BY WHICH THE INVESTIGATOR CAN LEARN ABOUT CHILD LANGUAGE. THE DATA EXAMINED ARE PART OF A LONGITUDINAL THREE-MONTH STUDY OF LINGUISTIC DEVELOPMENT IN A TWO-YEAR-OLD CHILD. THE REPORT IS BASED ON 1,000 ELICITED IMITATIONS. CERTAIN PHENOMENA WERE OBSERVED GENERALLY WHEN THE MODEL SENTENCES WERE SOMEWHAT BEYOND THE CHILD'S NORMAL SENTENCE PROCESSING SPAN AND WERE NOT ANOMALOUS. THESE SEEMED TO DEMONSTRATE THAT SENTENCE RECOGNITION AND IMITATION ARE FILTERED THROUGH THE INDIVIDUAL'S PRODUCTIVE LINGUISTIC SYSTEM. WHILE THE CHILD COULD UTTER SENTENCES SPONTANEOUSLY WHICH SHE COULD NOT IMITATE, SHE COULD ALSO GIVE "RECORDED" IMITATIONS OF MODEL SENTENCES WHICH EXCEEDED HER PRODUCTIVE CAPACITIES. SOME INTERESTING SIDE-PHENOMENA WERE OBSERVED-(1) OMITTED ITEMS, SUCH AS ARTICLES, COPULA,

EMBEDDED CLAUSES, MAY SIMPLY NOT HAVE BEEN HEARD, (2) HESITATION PAUSES WERE IMPORTANT CUES, (3) PRESERVATION OF STRESS SEEMED TO BE GENERAL THOUGH ITS POSITION WAS NOT ALWAYS PREDICTABLE, AND (4) THE PRESERVATION OF RHYTHMIC AND INTONATIONAL ASPECTS IN IMITATION MAY BE BASIC. AN IMPORTANT EXCEPTION TO THE LAST OBSERVATION WAS THAT THE CHILD IGNORED REPEATED WORDS UNLESS THE REPEATED WORD COULD BE INTERPRETED AS AN APPROPRIATE LEXICAL ITEM IN THE SENTENCE. THIS PRELIMINARY ANALYSIS INCLUDES A REFERENCE LIST OF STUDIES IN CHILD LANGUAGE. (AM)

ED 012 893

AL 000 376

DIVESTA, FRANCIS J.

THE MEASUREMENT OF CHILDREN'S MEANING.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELEMENTARY SCHOOL STUDENTS, *PSYCHOLINGUISTICS, *SEMANTICS, *THOUGHT PROCESSES, CHILD DEVELOPMENT, COGNITIVE PROCESSES, LEARNING PROCESSES, SEMANTIC DIFFERENTIAL, VERBAL MEDIATION THEORY.

ONE HUNDRED CHILDREN IN EACH OF THE GRADES 2 THROUGH 6 WERE INCLUDED IN THIS STUDY OF THE DEVELOPMENT OF MEANING IN CHILDREN. BASED ON STUDIES WITH ADULTS BY OSGOOD ET AL, THIS RESEARCH EXAMINED THE HYPOTHESIS THAT THE "EVALUATIVE" SYSTEM OF AFFECTIVE MEANING DEVELOPS FIRST, FOLLOWED BY INCREASED USE OF THE "POTENCY" AND "ACTIVITY" SYSTEMS. IN THE FIRST STAGE OF THIS STUDY, ADJECTIVES WERE ELICITED TO 100 COMMON NOUNS. WHEN THESE WERE ORDERED BY FREQUENCY AND INDEPENDENCE OF OCCURRENCE, THE DATA SUGGESTED THAT THE EVALUATION DIMENSION IS A PRIMARY BASIS FOR THE CONCEPTUALIZATION OF CONNOTATIVE MEANINGS AND IS ONE OF THE FIRST ATTRIBUTES OF THE QUALIFICATION STRUCTURE TO BE EMPLOYED BY CHILDREN. THE SECOND PHASE OF THE INVESTIGATION USED THE ADJECTIVES ELICITED TO CONSTRUCT SCALES OF BI-POLAR ADJECTIVES (WRONG-RIGHT, LIGHT-HEAVY, STRONG-WEAK, ETC.). EACH CHILD RATED WORDS ASSOCIATED WITH SOCIAL VALUES, CONCRETE CONCEPTS, AND POSITIVE AND NEGATIVE ABSTRACT CONCEPTS ON THESE SCALES. THE RESULTS OF THESE STUDIES INDICATE THAT THE DIMENSIONS OF CHILDREN'S SEMANTIC STRUCTURES ARE VERY SIMILAR TO THOSE OF THE ADOLESCENT AND ADULT. THEREFORE, THE SEMANTIC STRUCTURE OF QUALIFICATION APPEARS TO OCCUR WITH REGULARITY ACROSS A WIDE AGE RANGE. THIS ARTICLE APPEARED IN "PEDAGOGISK FORSKNING," 1966, PUBLISHED AT UNIVERSITETSFORLAGET, POSTBOKS 307, BLINDERN, OSLO 3, NORWAY. (JD)

ED 012 894

AL 000 428

HIZ, DANUTA JOSHI, ARAVIND K.

A SIMPLE DESCRIPTION OF AN ALGORITHM FOR TRANSFORMATIONAL ANALYSIS OF ENGLISH SENTENCES. TRANSFORMATIONS AND DISCOURSE ANALYSIS PAPERS, NUMBER 67, UNIVERSITY OF PENNSYLVANIA. PENNSYLVANIA UNIV., PHILADELPHIA

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ALGORITHMS, *GRAMMAR, *KERNEL SENTENCES, *TRANSFORMATION THEORY (LANGUAGE), COMPUTATIONAL LINGUISTICS, FORM CLASSES (LANGUAGE), TRANSFORMATIONS (LANGUAGE).

PRESENTED IN THIS PAPER IS A SIMPLIFIED DESCRIPTION OF AN ALGORITHM FOR TRANSFORMATIONAL ANALYSIS OF ENGLISH SENTENCES. IT IS NEITHER ASSUMED NOR IMPLIED IN THIS ALGORITHM THAT ANY KIND OF PRIOR ANALYSIS (EITHER STRING OR CONSTITUENT ANALYSIS) IS REQUIRED AS A PREREQUISITE. IN ORDER TO DEFINE THE SET OF ALL TRANSFORMS, THE AUTHORS FIRST DEFINE A SET OF SEQUENCES OF CLASS MARKS WITH THREE SUBSETS. CORRESPONDING TO THESE SUBSETS AND THEIR MUTUAL EMBEDDING RULES ARE THREE SETS OF STRINGS OR PROGRAMS WHICH CONSTITUTE THE MAJOR PORTION OF GRAMMATICAL MATERIAL IN THIS ALGORITHM. FINALLY, A DICTIONARY FOR TRANSFORMATIONAL GRAMMAR IS POSTULATED TO PROVIDE THE ADDITIONAL GRAMMATICAL INFORMATION NECESSARY TO THE ALGORITHM. FOUR EXAMPLES OF DECOMPOSITION (TRANSFORMATIONAL ANALYSIS) OBTAINED BY THIS ALGORITHM ARE GIVEN. THE PROCESS OF ANALYZING A SENTENCE BEGINS IN POSTULATING ALL THOSE STRINGS IN THE GRAMMAR WHICH MAY OCCUR AT THE BEGINNING OF A SENTENCE. EACH VERIFIED POSTULATE FORCES OTHER POSTULATES AS ITS CONSEQUENCES UNTIL THE TERMINAL PERIOD OF THE SENTENCE IS FOUND WHICH IS CONSISTENT WITH A HYPOTHESIS. (JD)

ED 012 895

AL 000 439

SAMARIN, WILLIAM J.

THE GBAYA LANGUAGE, GRAMMAR, TEXTS, AND VOCABULARIES.

REPORT NUMBER UC-PUB-LINGUIST-44

PUB DATE 66

EDRS PRICE MF-\$1.00 HC-\$10.24 254P.

DESCRIPTORS *GBAYA, *GRAMMAR, AFRICAN CULTURE, CENTRAL AFRICAN REPUBLIC, DISTRICT OF BOSSANGOA, MORPHOLOGY (LANGUAGES), PHONOLOGY, STRUCTURAL ANALYSIS, SYNTAX, TONE LANGUAGES.

A DESCRIPTION OF THE GBAYA PEOPLES LIVING IN THE DISTRICT OF BOSSANGOA IN THE NORTHWESTERN PART OF THE CENTRAL AFRICAN REPUBLIC IS PRESENTED IN THE INTRODUCTION TO THIS COMPREHENSIVE STUDY OF THE GBAYA LANGUAGE. (THE LANGUAGE IS SPELLED VARIOUSLY BEA, GBEA, AND GBAYA.) IN THREE SECTIONS, THE FIRST PART OF THE TEXT DEALS WITH THE PHONOLOGY AND GRAMMAR OF GBAYA-BOUND MORPHEMES, DISTRIBUTION CLASSES, AND SYNTAX. A SAMPLE TEXT, RECORDED USING A GBAYA INFORMANT, AND A STRUCTURAL ANALYSIS OF THE TEXT COMPLETE THE GRAMMAR SECTION. THE SECOND SECTION, SELECTED TEXTS TAKEN FROM THE AUTHOR'S COLLECTION, CONSISTS OF NATIVE-SPEAKER NARRATIONS ON HUNTING, WARFARE, FAMILY RELATIONS, AND OTHER CULTURAL TOPICS. THE TEXTS ARE RECORDED IN PHONEMIC TRANSCRIPTION AND IN ENGLISH TRANSLATION. THE THIRD SECTION, VOCABULARIES, CONTAINS GBAYA-ENGLISH AND ENGLISH-GBAYA GLOSSARIES, FOLLOWED BY A SUBJECT INDEX. A HIGH LEVEL OF LINGUISTIC SO-

PHISTICATION IS ASSUMED ON THE PART OF THE READER. THIS BOOK IS ALSO AVAILABLE FROM THE UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, FOR \$5.00. (AM)

ED 012 896

AL 000 440

WORTH, DEANS.

STUDIES IN RUSSIAN MORPHOLOGY--PART II. VOWEL-ZERO ALTERNATIONS IN DERIVATION.

RAND CORP., SANTA MONICA, CALIF.

REPORT NUMBER RM-5223-PR

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.46 37P.

DESCRIPTORS *MORPHOPHONEMICS, *RUSSIAN, FORM CLASSES (LANGUAGES), LANGUAGE TYPOLOGY, LINGUISTIC PATTERNS.

THE SECOND IN A SERIES OF REPORTS ON CONTEMPORARY STANDARD RUSSIAN MORPHOLOGY, THIS STUDY INVESTIGATES THE FORMAL DEVICES OF WORD-FORMATION IN RUSSIAN. THERE ARE APPARENTLY TWO TYPES OF VOWEL-ZERO ALTERNATION IN THE RUSSIAN DERIVATIONAL SYSTEM--THE FIRST BEING A MORPHOPHONEME ON THE FLEXIONAL LEVEL, AND THE SECOND IN THE DERIVATIONAL BASE OR DERIVED WORD. THE BEHAVIOR OF THE VOWEL-ZERO MORPHOPHONEME IN BOTH THE FLEXIONAL AND DERIVATIONAL SYSTEMS IS THE FOCAL POINT OF THIS REPORT. (FB)

ED 012 897

AL 000 451

STEYICK, EARL AND OTHERS

AN ACTIVE INTRODUCTION TO SWAHILI. GENERAL CONVERSATION.

FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$6.64 164P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *SWAHILI, CONGO, CONTRASTIVE LINGUISTICS, CONVERSATIONAL LANGUAGE COURSES, EAST AFRICA.

THIS TEXT, BASED ON AN "EXPERIMENTAL COURSE IN SWAHILI" (FSI 1965), WAS PREPARED FOR THE PEACE CORPS. THE STUDENT IS INTRODUCED TO THE RUDIMENTS OF SWAHILI GRAMMAR AS WELL AS TO A NUMBER OF THE HIGHEST FREQUENCY PATTERNS AND CLICHES WHICH HE WILL NEED IMMEDIATELY UPON ARRIVAL IN EAST AFRICA. THE DISTINCTIVE FEATURE OF THIS COURSE IS ITS "MICROWAVE" STYLE OF LESSON ORGANIZATION, WHICH EMPHASIZES COMMUNICATIVE USE OF EACH CULTURAL ELEMENT AS SOON AS IT APPEARS. THE UNITS, OR "CYCLES", BEGIN WITH THE INTRODUCTION OF NEW MATERIAL AND END WHEN THAT SAME NEW MATERIAL HAS BEEN USED FOR PURPOSES OF COMMUNICATION. EACH OF THE 87 CYCLES CONTAINS AN "M PHASE" (MIMICRY OF PRONUNCIATION, MANIPULATION OF GRAMMATICAL ELEMENTS, LEARNING THE MEANINGS OF THE WORDS AND SENTENCES, AND A CERTAIN DEGREE OF MEMORIZING) AND A "C PHASE" (CONNECTED CONVERSATION AND COMMUNICATION.) SUGGESTIONS FOR TEACHING THE MATERIAL APPEAR IN THE INTRODUCTION. NOTES TO THE STUDENT EXPLAIN STRUCTURE POINTS AND DIRECTIONS FOR THE EXERCISES. AN INDEXED SWAHILI-ENGLISH GLOSSARY AND AN EPILOGUE PROVIDING SUGGESTIONS FOR EXPANDING THE STUDENT'S VOCABULARY AND GRAMMAR ARE APPENDED. THE

TEXTUAL COMPONENT IS SUITED FOR PRESENTATION EITHER IN A LANGUAGE LABORATORY OR IN A CONVENTIONAL CLASSROOM. THIS TEXT IS ALSO AVAILABLE FOR \$0.75 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (AM)

ED 012 898 **AL 000 452**
STEVICK, EARL AND OTHERS
AN ACTIVE INTRODUCTION TO SWAHILI GEOGRAPHY.
FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 66
EDRS PRICE MF-\$0.75 HC-\$5.64 139P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *SWAHILI, CONGO, CONTRASTIVE LINGUISTICS, EAST AFRICA, GEOGRAPHY, MAP SKILLS.

THIS TEXT, ONE OF TWO REVISED FROM AN "EXPERIMENTAL COURSE IN SWAHILI" (FSI 1965), WAS PREPARED FOR THE PEACE CORPS. IT MAY BE USED BEFORE, AFTER, OR CONCURRENTLY WITH THE OTHER REVISED PORTION, "SWAHILI, AN ACTIVE INTRODUCTION, GENERAL CONVERSATION." THE SAME DISTINCTIVE FORMAT IS FOLLOWED--THAT OF A "MICROWAVE" STYLE OF LESSON ORGANIZATION, WHICH EMPHASIZES COMMUNICATIVE USE OF EACH CULTURAL ELEMENT AS IT APPEARS. EACH OF THE 38 UNITS OR "CYCLES" BEGINS WITH THE INTRODUCTION OF NEW MATERIAL AND ENDS WHEN THAT MATERIAL HAS BEEN PRACTICED AS ACTIVE COMMUNICATION. A CYCLE CONTAINS AT LEAST TWO PHASES--AN "M PHASE" (WHICH ENTAILS MIMICRY OF PRONUNCIATION, MANIPULATION OF GRAMMATICAL ELEMENTS, LEARNING THE MEANING OF WORDS, AND SOME MEMORIZING) AND A "C PHASE" (CONNECTED CONVERSATION, AND COMMUNICATION.) SUGGESTED PROCEDURES FOR PRESENTING THESE PHASES ARE INCLUDED IN THE INTRODUCTION. SPECIAL TEXT SECTIONS DEAL WITH PLACE NAMES, GEOGRAPHICAL LOCATIONS, AND FOLLOWING DIRECTIONS ON MAPS. AN EPILOGUE TO THE STUDENTS WHICH PROVIDES SUGGESTIONS FOR EXPANDING VOCABULARY AND GRAMMAR, AND AN INDEXED SWAHILI-ENGLISH GLOSSARY ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR \$0.65 FROM THE SUPERINTENDENT OF DOCUMENTS, UNITED STATES GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (AM)

ED 012 899 **AL 000 455**
MCCLURE, H. DAVID OYEWALE, JOHN O.
YORUBA, INTERMEDIATE TEXTS.
FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 67
EDRS PRICE MF-\$1.00 HC-\$10.68 285P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *YORUBA, NIGERIA, TAPE RECORDINGS, TONE LANGUAGES.

THIS COURSE IS BASED ON A SERIES OF BRIEF MONOLOGUES RECORDED BY A WESTERN-EDUCATED NATIVE SPEAKER OF YORUBA FROM THE OYO AREA. THE TAPES CONSTITUTE THE CENTRAL PART OF THE COURSE, WITH THE TEXT INTENDED AS SUPPLEMENTARY AND AUXILIARY MATERIAL. THE TEXT TOPICS WERE CHOSEN FOR THEIR SPECIAL RELEVANCE TO

PEACE CORPS VOLUNTEERS WHO EXPECT TO USE YORUBA IN NIGERIA, PARTICULARLY IN THE LESS WESTERNIZED AREAS. THE INFORMATION CONTAINED IS INTENDED TO BE FACTUAL. A DISTINCTIVE FEATURE OF THE MATERIAL IS THE "OVERLAPPING" OF THE MONOLOGUES, WHICH APPEAR IN SEVERAL VARIATIONS ON EACH TOPIC. THE SPELLING AND ORTHOGRAPHY USED ARE FOR THE MOST PART STANDARD YORUBA WRITING. INSTRUCTIONS TO THE STUDENT FOR USING THE MATERIALS WITH AND WITHOUT A TUTOR ARE INCLUDED IN THE INTRODUCTION. SOME KNOWLEDGE OF YORUBA, INCLUDING KNOWLEDGE OF SUBJECT TONE RISE AND JUNCTURES, IS ASSUMED ON THE PART OF THE STUDENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402, FOR \$1.25. (AM)

ED 012 900 **AL 000 464**
STONE, JAMES W.

AN INTRODUCTION TO WRITTEN HINDI, A PROGRAMMED COURSE IN THE DEVANAGARI SCRIPT. SECOND VERSION, PARTS I-VI.

FOREIGN SERVICE INST., WASHINGTON, D.C.
PUB DATE JUL 65

EDRS PRICE MF-\$1.00 HC-\$8.92 221P.

DESCRIPTORS *HINDI, *WRITTEN LANGUAGE, ALPHABETS, DEVANAGARI SCRIPT, HANDWRITING, LANGUAGE INSTRUCTION, PROGRAMED TEXTS, WORKBOOKS, WRITING EXERCISES.

THIS COURSE, WHICH IS DIVIDED INTO SIX PARTS, IS DESIGNED TO TEACH THE STUDENT OF HINDI HOW TO WRITE THE DEVANAGARI SCRIPT, THE WRITING SYSTEM OF THE LANGUAGE. SINCE THERE IS GENERALLY ONE LETTER FOR EACH VOWEL AND ONE FOR EACH CONSONANT, THE SPELLING RULES ARE FAIRLY REGULAR AND SIMPLE. IN THIS COURSE, EXAMPLES FROM DEVANAGARI ARE ILLUSTRATED IN BOTH TYPEWRITTEN AND PRINTED FORM, AND THE STUDENT IS TAUGHT ONE STYLE OF HANDWRITING--A SIMPLE CLEAR LETTERING. (FB)

ED 012 901 **AL 000 486**
INDAKWA, JOHN AND OTHERS

SWAHILI, ADDITIONAL DIALOGUES TO FOLLOW "SWAHILI, AN ACTIVE INTRODUCTION, GENERAL CONVERSATION."

EDRS PRICE MF-\$0.50 HC-\$2.48 60P.

DESCRIPTORS *PATTERN DRILLS (LANGUAGE), *SWAHILI, CONVERSATIONAL LANGUAGE COURSES, INSTRUCTIONAL MATERIALS, TRANSLATION.

THESE SUPPLEMENTARY DIALOGUES WERE DESIGNED TO FOLLOW THE FOREIGN SERVICE INSTITUTE TEXT "AN ACTIVE INTRODUCTION TO SWAHILI, GENERAL CONVERSATION". BASED ON THE TOPICS PRESENTED IN THE TEXT, THE DIALOGUES APPEAR IN PHONEMIC TRANSCRIPTION OF SWAHILI IN THE LEFT-HAND COLUMN, WITH ENGLISH TRANSLATION ON THE RIGHT. (AM)

ED 012 902 **AL 000 491**
ENGLISH AS A SECOND LANGUAGE FOR

FRENCH-SPEAKING STUDENTS IN SECONDARY SCHOOLS.

ONTARIO CURRICULUM INST., TORONTO
REPORT NUMBER 4

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *BILINGUALISM, *ENGLISH (SECOND LANGUAGE), *FRENCH, CANADA, EDUCATIONAL LEGISLATION, EDUCATIONAL PROGRAMS, FRENCH CANADIAN, LANGUAGE INSTRUCTION, MINORITY GROUPS, ONTARIO, SECOND LANGUAGE, SECONDARY SCHOOLS.

THIS REPORT WAS SUBMITTED IN JULY 1965 BY THE FRANCAIS SUB-COMMITTEE AND THE MODERN LANGUAGE COMMITTEE TO THE ONTARIO CURRICULUM INSTITUTE. THE SUBJECT WAS A SURVEY UNDERTAKEN IN 1964 TO STUDY THE TEACHING OF ENGLISH IN CANADIAN SECONDARY SCHOOLS ATTENDED BY FRENCH-SPEAKING STUDENTS. THE FUNDAMENTAL ISSUE INVOLVED IN THE SECONDARY EDUCATION OF THESE STUDENTS IS THE PROBLEM OF BILINGUALISM. SINCE A STUDENT'S ABILITY TO COPE WITH A SECOND LANGUAGE IS IN DIRECT RELATION TO THE LEVEL OF HIS ACHIEVEMENT IN HIS MOTHER TONGUE, A SCHOOL SYSTEM THAT AIMS AT STRENGTHENING AND MAINTAINING THE FIRST LANGUAGE CONTRIBUTES STRONGLY AND DIRECTLY TO THE DEVELOPMENT OF THE SECOND. AMONG THE RECOMMENDATIONS MADE BY THE COMMITTEE (BASED ON THESE ASSUMPTIONS) WERE THE FOLLOWING--(1) THE CURRICULUM IN ENGLISH (GRADES 9-13) SHOULD BE MORE SUITED TO THE LANGUAGE ABILITY AND NEEDS OF THE FRENCH-SPEAKING STUDENTS, (2) APPROPRIATE AND SUITABLE TEXTS AND EXAMINATIONS SHOULD BE PROVIDED, (3) TEACHER-TRAINING INSTITUTES SHOULD PROVIDE A COURSE IN METHODS AND TECHNIQUES FOR TEACHING ENGLISH TO FRENCH-SPEAKING STUDENTS, (4) REGULATIONS SHOULD ALLOW MORE EXTENSIVE USE OF FRENCH, AND (5) FRENCH-SPEAKING SECONDARY SCHOOL STUDENTS (UNDER CERTAIN CONDITIONS) SHOULD BE GROUPED HOMOGENEOUSLY. THIS REPORT WAS PUBLISHED BY THE ONTARIO CURRICULUM INSTITUTE, TORONTO, ONTARIO, CANADA. (AM)

ED 012 903 **24 AL 000 492**

FINOCCHIARO, MARY
BILINGUAL READINESS IN EARLIEST SCHOOLS YEARS, A CURRICULUM DEMONSTRATION PROJECT.

CITY UNIV. OF NEW YORK, HUNTER COLL.
REPORT NUMBER CRP-D-107

PUB DATE DEC 66

EDRS PRICE MF-\$0.50 HC-\$5.04 124P.

DESCRIPTORS *BILINGUALISM, *FILES PROGRAMS, *PRIMARY GRADES, *SPANISH, DEMONSTRATION PROJECTS, ELEMENTARY SCHOOL STUDENTS, ESOL, LANGUAGE ABILITY, NEW YORK CITY, SECOND LANGUAGE LEARNING, CONTRACT OEC-4-10-101

A TWO-YEAR EXPERIMENTAL PROGRAM TO DEVELOP "BILINGUAL READINESS" WAS UNDERTAKEN IN KINDERGARTEN AND FIRST GRADE CLASSES IN NEW YORK CITY. TWO PUBLIC SCHOOLS, ONE IN A POVERTY AREA AND ONE IN A MIDDLE CLASS AREA, WERE CHOSEN FOR THE STUDY. EFFORTS WERE MADE TO CHOOSE SIX KINDERGARTEN AND SIX FIRST GRADE CLASSES COMPOSED OF EQUAL NUMBERS OF NEGRO, SPANISH-SPEAKING, AND "OTHER" CHILDREN. GENERAL ABILITY AND INTELLIGENCE WERE NOT CONSIDERED. EVERY DAY FOR 15 MINUTES A TEACHER BILINGUAL IN SPANISH AND ENGLISH VISITED THE CLASSROOMS AND PRESENTED SPECIALLY PREPARED MATERIALS USING SPAN-

ISH ABOUT 65 PERCENT OF THE LESSON TIME. THE CHILDREN WERE ENCOURAGED TO RESPOND IN BOTH LANGUAGES AND THE SPANISH-SPEAKING CHILDREN WERE ALSO ENCOURAGED TO PARTICIPATE AS "INFORMANTS" AND TO ACT OUT STORIES IN SPANISH. THE CURRICULUM STRESSED VERBAL INTERACTION AND STIMULATION IN BOTH LANGUAGES. STORIES, SONGS, GAMES, DANCES, AND AUDIO-VISUAL AIDS (PUPPETS, REALIA, ETC.) WERE USED EXTENSIVELY. THE REGULAR CLASSROOM TEACHER WAS SHOWN HOW MATERIAL PRESENTED IN THE "BILINGUAL" CLASS COULD BE COORDINATED WITH REGULAR CLASSWORK. THE RESULTS OF THE STUDY INDICATED THAT THERE WAS GREATER ACCEPTANCE BY THE CHILDREN AND THEIR PARENTS OF SECOND LANGUAGE LEARNING. THE SPANISH-SPEAKING CHILDREN ACQUIRED GREATER SELF-CONFIDENCE AND CULTURAL AWARENESS. APPENDED TO THIS REPORT ARE NUMEROUS SAMPLE LESSONS AND LESSON PLANS. (JD)

ED 012 904 AL 000 563

WALL, ROBERT
SELECTIONAL RESTRICTIONS ON
SUBJECTS AND OBJECTS OF TRANSITIVE
VERBS.

PUB DATE JUL 67
EDRS PRICE MF-\$0.25 HC-\$6.88 20P.

DESCRIPTORS *DEEP STRUCTURE, *ENGLISH, *SEMANTICS, *SURFACE STRUCTURE, PHRASE STRUCTURE, SYNTAX, TRANSFORMATIONS (LANGUAGE).

IN AGREEMENT WITH CHOMSKY, THE AUTHOR DISCUSSES SELECTIONAL RESTRICTIONS ON SUBJECTS AND OBJECTS BASED ON CRITERIA OF WHAT MUST OR CANNOT OCCUR IN THOSE SLOTS IN A SENTENCE. THROUGH AN ANALYSIS OF INTERDEPENDENCY RELATIONSHIPS, VARIOUS DEEP- AND SURFACE-STRUCTURE FEATURES ARE DISTINGUISHED CONCERNING TRANSITIVE VERBS AND THE INTERPRETATION OF THEIR LEXICAL/SEMANTIC ENVIRONMENTS. TWO TYPES OF VERBS—"SURPRISE" AND "TELL"—ARE TREATED IN DETAIL. IT IS FOUND THAT "SURPRISE" VERBS MAY APPEAR WITH ANIMATE SURFACE-STRUCTURE OBJECTS, BUT REQUIRE ANIMATE DEEP-STRUCTURE SUBJECTS, AND ARE INTERPRETED AS EITHER "INTENTIONAL" OR "ACCIDENTAL." MODAL ENVIRONMENTS SEEM TO BE INSTRUMENTAL IN DETERMINING THIS MEANING, AND APPARENTLY THE CONDITIONS THAT GOVERN THE INTENTIONAL-ACCIDENTAL DICHOTOMY ARE SIMILAR TO THOSE GOVERNING "FLIP" TRANSFORMATIONS (REVERSAL OF SUBJECT AND OBJECT) IN "SURPRISE" VERBS. "TELL" VERBS HAVE MORE NUANCES OF SEMANTIC INTERPRETATION, BUT GENERALLY MEAN EITHER "NOTIFY" OR "COMMAND." THEY REQUIRE ANIMATE SURFACE-STRUCTURE OBJECTS, AND DO NOT UNDERGO "FLIP" TRANSFORMATIONS. ONE GENERAL CONCLUSION IS THAT IF A VERB REQUIRES AN ANIMATE NOUN AS THE OBJECT IN DEEP-STRUCTURE, THE SUBJECT MUST ALSO BE ANIMATE. THE AUTHOR MAKES A PRELIMINARY CLASSIFICATION OF ENGLISH VERBS BASED ON THE RESTRICTIONS DISCUSSED. (FB)

ED 012 905 AL 000 568
BAURA, BETTY AND OTHERS
CEBUANO PARA SA MGA PEACE CORPS

VOLUNTEERS. (CEBUANO FOR THE PEACE CORPS VOLUNTEERS).
PEACE CORPS, WASHINGTON, D.C.

PUB DATE 67
EDRS PRICE MF-\$1.00 HC-\$9.04 224P.

DESCRIPTORS *CEBUANO, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, CEBU, CULTURAL ENVIRONMENT, PATTERN DRILLS (LANGUAGE), PEACE CORPS, PHILIPPINES.

THE BASIC VOCABULARY AND STRUCTURE OF CEBUANO VISAYAN ARE PRESENTED HERE THROUGH TWENTY-TWO SHORT DIALOGUES AND ACCOMPANYING PATTERN DRILLS AND CULTURAL NOTES. THE DIALOGUES ARE BASED ON EVERYDAY SITUATIONS AND COMMON USAGE THAT THE PEACE CORPS VOLUNTEER ENCOUNTERS IN THIS AREA OF THE PHILIPPINES. INTRODUCTORY PAGES PRESENT THE STUDENT WITH THE AUDIOLINGUAL METHOD AND THE PROCEDURES TO BE FOLLOWED IN THIS COURSE. LESSONS ARE BASED ON (1) LISTENING PRACTICE, (2) RECOGNITION AND NON-VERBAL RESPONSE TO NEW ITEMS, (3) PRODUCTION, AND (4) ENRICHMENT. THE VARIED PATTERN DRILLS AND CULTURAL NOTES ARE EXTENSIVE BUT THERE IS NO PROVISION FOR READING OR WRITING PRACTICE. THE CEBUANO LYRICS AND ENGLISH TRANSLATIONS TO ELEVEN WELL-KNOWN SONGS ARE APPENDED. (JD)

ED 012 906 AL 000 583

STEWART, WILLIAM A.
RESEARCH IN PROGRESS—SOCIAL DIALECTS OF ENGLISH.

CENTER FOR APPLIED LINGUISTICS,
WASHINGTON, D.C.
REPORT NUMBER 3
PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *ENGLISH, *NONSTANDARD DIALECTS, *RESEARCH REVIEWS (PUBLICATIONS), *SOCIAL DIALECTS, *TENL, ENGLISH INSTRUCTION, LANGUAGE DEVELOPMENT, LANGUAGE RESEARCH, SPECIAL EDUCATION, SPEECH HABITS, VERBAL DEVELOPMENT.

INCLUDED IN THIS REPORT ARE BRIEF DESCRIPTIONS OF 36 CURRENT, PROJECTED, OR RECENTLY COMPLETED SOCIAL DIALECT STUDIES IN ENGLISH. THE THIRD IN A SERIES, REPORT NO. 3 COMPLETELY SUPERSEDES THE PREVIOUS REPORTS (WHICH WERE ENTITLED "CURRENT SOCIAL DIALECT RESEARCH AT AMERICAN HIGHER INSTITUTIONS, NOS. 1 AND 2"). THE PROJECTS OUTLINED IN THIS REPORT DEAL WITH MANY ASPECTS OF SOCIOLINGUISTICS, INCLUDING LINGUISTIC ANALYSIS OF DIALECTS, MATERIALS PREPARATION FOR TEACHING STANDARD ENGLISH TO SPEAKERS OF OTHER DIALECTS, PILOT STUDIES, DIALECT CONTACT AND CHANGE, AND RESEARCH ON TEACHING METHODS FOR SPEAKERS OF CERTAIN DIALECTS. IN EACH CASE THE REPORT GIVES THE NAME AND LOCATION OF THE PRINCIPAL INVESTIGATOR TO AID RESEARCHERS NEEDING MORE DETAILED INFORMATION NOT GIVEN BY THE REPORT RESUMES. (JD)

ED 012 907 AL 000 584

OHANNESSIAN, SIRAPPI WINEBERG,
RUTH
TEACHING ENGLISH AS A SECOND LANGUAGE IN ADULT EDUCATION PROGRAMS—AN ANNOTATED BIBLIOGRAPHY. (PRELIMINARY EDITION).

CENTER FOR APPLIED LINGUISTICS,
WASHINGTON, D.C.

PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *ADULT EDUCATION, *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, BIBLIOGRAPHIES, DISTRICT OF COLUMBIA, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL TECHNOLOGY, TEACHER EDUCATION, TEACHING GUIDES, TEACHING METHODS, TEACHING TECHNIQUES.

THIS ANNOTATED BIBLIOGRAPHY IS A SELECTED LISTING OF—(1) BACKGROUND READINGS IN THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE, (2) TEACHERS' GUIDES AND HANDBOOKS, (3) ADULT EDUCATION COURSE MATERIALS, (4) GENERAL COURSE MATERIALS, AND (5) SPECIALIZED ENGLISH LANGUAGE TEXTS AND DICTIONARIES. THE MATERIALS INCLUDED WERE TAKEN MAINLY FROM THE LIBRARY OF THE CENTER FOR APPLIED LINGUISTICS, AND LISTS AND BIBLIOGRAPHIES PREPARED BY STATE AND CITY EDUCATION SYSTEMS. SELECTING WAS CONFINED LARGELY TO PUBLICATIONS BY AMERICAN AUTHORS AND THOSE MATERIALS BEST SUITED FOR USE IN THE UNITED STATES. THIS BIBLIOGRAPHY IS AVAILABLE ON REQUEST FROM THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. SINGLE COPIES ARE FREE, ADDITIONAL COPIES ARE \$0.25 EACH. (AM)

ED 012 908 AL 000 590

KIMIZUKA, SUMAKO
TEACHING ENGLISH IN MULTIPLE LINGUISTIC ENVIRONMENT.

REPORT NUMBER 1
PUB DATE APR 67
EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *FAMILY ENVIRONMENT, *HIGH SCHOOL STUDENTS, *JAPANESE, *SECOND LANGUAGE LEARNING, CULTURAL BACKGROUND, ETHNIC GROUPING, HETEROGENEOUS GROUPING, HOMOGENEOUS GROUPING, LOS ANGELES.

APPROXIMATELY 480 HIGH SCHOOL STUDENTS TAKING JAPANESE AT FOUR LOS ANGELES CITY HIGH SCHOOLS WERE STUDIED TO DETERMINE HOW EXPOSURE TO JAPANESE OUTSIDE THE CLASSROOM INFLUENCED THE STUDENTS' WORK IN CLASS. THIS REPORT IS BASED ON RESPONSES TO QUESTIONNAIRES FILLED OUT BY 303 OF THE STUDENTS ABOUT THEIR EXPOSURE TO JAPANESE AT HOME, THEIR BIRTHPLACE, AND THEIR SELF-EVALUATION OF PROFICIENCY IN READING, SPEAKING, LEARNING VOCABULARY, AND UNDERSTANDING GRAMMAR. FIVE GROUPS WERE ESTABLISHED RANGING FROM THOSE WITH DAILY EXPOSURE TO JAPANESE (157 STUDENTS) TO STUDENTS WITHOUT ANY CONTACT WITH THE LANGUAGE OUTSIDE OF CLASS (37). IT WAS FOUND THAT THOSE GROUPS WITH GREATER EXPOSURE TO JAPANESE RATED GRAMMAR MORE DIFFICULT THAN VOCABULARY OR "HEARING." STUDENTS WITHOUT FREQUENT EXPOSURE TO THE TARGET LANGUAGE HAD MORE DIFFICULTY WITH "HEARING" THAN WITH GRAMMAR. THE TEACHERS OF THESE CLASSES COMMENTED THAT READING ABILITY AND GRAMMAR LEARNING SEEM LEAST AFFECTED BY OUTSIDE EXPOSURE TO JAPANESE, WHILE THERE IS A MARKED DIFFERENCE AMONG THE GROUPS IN RATE OF

LEARNING VOCABULARY AND SPEAKING ABILITY. THIS REPORT INCLUDES SUGGESTED TEACHING TECHNIQUES FOR HETEROGENEOUS CLASSES. IT WILL BE FOLLOWED BY A SECOND REPORT ANALYZING THE RESULTS OF WRITTEN AND ORAL TESTS GIVEN TO THE SAME STUDENTS. THIS PAPER WAS PRESENTED AT THE 20TH UNIVERSITY OF KENTUCKY FOREIGN LANGUAGE CONFERENCE, LEXINGTON, APRIL 27-29, 1967. (JD)

ED 012 909 AL 000 591
HAYES, ALFRED S. VARLEY, JOY
LANGUAGE RESEARCH IN PROGRESS, A CROSS-REFERENCED LIST OF DOCUMENTED LANGUAGE RESEARCH PROJECTS CURRENT JANUARY-JULY 1967.
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
REPORT NUMBER 5
PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$2.16 52P.
DESCRIPTORS *LANGUAGE RESEARCH, *LINGUISTICS, APPLIED LINGUISTICS, LANGUAGE DEVELOPMENT, LANGUAGES, PSYCHOLINGUISTICS, READING DEVELOPMENT, RESEARCH PROJECTS, SOCIO-LINGUISTICS, SPEECH THERAPY.

THE FIFTH IN A SERIES OF LANGUAGE RESEARCH IN PROGRESS REPORTS, THIS ISSUE CONTAINS INFORMATION ABOUT ON-GOING DOCUMENTED LANGUAGE RESEARCH IN THE U.S. AND ABROAD BETWEEN JANUARY AND AUGUST, 1967. PROJECTS ARE CLASSIFIED IN THREE PARTS: (1) MAIN AND SUB-CATEGORIES OF SUBJECTS OF LANGUAGE RESEARCH, (2) AN ALPHABETICAL LISTING OF ALL RESEARCH PERSONNEL AND INSTITUTIONS AT WHICH RESEARCH IS BEING CARRIED OUT, AND (3) A LIST OF PRINCIPAL INVESTIGATORS, INSTITUTIONS AND PROJECT TITLES IN NUMERICAL SEQUENCE BY ACCESSION NUMBER. FOR MOST OF THE PROJECTS ABSTRACTS ARE AVAILABLE FROM LRIIP. AN APPENDIX LISTS THOSE PROJECTS WHICH HAVE NOT BEEN ABSTRACTED BECAUSE OF A LACK OF SUFFICIENT INFORMATION. THIS DOCUMENT CAN ALSO BE OBTAINED UPON REQUEST FROM THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. (FB)

ED 012 910 AL 000 595
HUDSON, R.A.
CONSTITUENCY IN A SYSTEMIC DESCRIPTION OF THE ENGLISH CLAUSE.
PUB DATE AUG 67

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ENGLISH *SYNTAX *TRANSFORMATION THEORY (LANGUAGE), IMMEDIATE CONSTITUENTS, STRUCTURAL ANALYSIS.

TWO WAYS OF DESCRIBING CLAUSES IN ENGLISH ARE DISCUSSED IN THIS PAPER. THE FIRST, TERMED THE "FEW-IC'S" APPROACH, IS A SEGMENTATION OF THE CLAUSE INTO A SMALL NUMBER OF IMMEDIATE CONSTITUENTS WHICH REQUIRE A LARGE NUMBER OF FURTHER SEGMENTATIONS BEFORE THE ULTIMATE CONSTITUENTS ARE REACHED. THE SECOND, "MANY-IC'S" APPROACH, IS A SEGMENTATION INTO A LARGE NUMBER OF IMMEDIATE CONSTITUENTS, EACH OF WHICH THEN REQUIRES A SMALL NUMBER OF SEGMENTATIONS BEFORE THE ULTIMATE CONSTITUENTS ARE REACHED. THE AIM OF THIS PAPER IS TO POINT OUT SOME DISADVANTAGES OF DESCRIBING THE ENGLISH CLAUSE ON THE BASIS OF A FEW-IC'S APPROACH

(THE EXTRA STRUCTURE BEING NOT NECESSARY, OR SUFFICIENT). ON THE OTHER HAND, IN ADOPTING THE SIMPLER, MANY-IC'S ANALYSIS, THESE SYNTAGMATIC RELATIONS MUST BE SHOWN AS AN INTEGRAL PART OF THE DESCRIPTION OF THE WHOLE LANGUAGE. THE DISCUSSION FALLS INTO SIX SECTIONS: (1) THE NATURE OF THE RELATIONS AMONG THE CONSTITUENTS OF A CLAUSE, (2) THE USE OF A FEW-IC'S ANALYSIS TO DESCRIBE THESE RELATIONS, (3) THE DEFINITION OF "GRAMMATICAL FUNCTION," (4) A FRAGMENT OF A SYSTEMIC DESCRIPTION OF THE ENGLISH CLAUSE, (5) THE DEFINITION OF "DEPENDENCE" IN VIEW OF (4) AND THE POSSIBLE METHODS OF SHOWING THE DEPENDENCE OF ONE CONSTITUENT ON ANOTHER, AND (6) THE ROLE OF LAYERING IN A SYSTEMIC GRAMMAR. THIS PAPER APPEARS IN "LINGUA," VOL. 18, NO. 3, 1967. (AM)

ED 012 911 AL 000 596
YANG, WINSTON L.Y. YANG, TERESA S.
A BIBLIOGRAPHY OF THE CHINESE LANGUAGE
AMERICAN ASSN. OF TEACHERS OF CHINESE LANG. AND CUL.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIBLIOGRAPHIES, *CHINESE, DICTIONARIES, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LEXICOGRAPHY, MODERN LANGUAGES, RESEARCH REVIEWS (PUBLICATIONS), SCIENCES, SOCIAL STUDIES.

THE RECENT GROWTH OF STUDY AND RESEARCH IN CHINESE HAS POINTED OUT THE NEED FOR A COMPREHENSIVE SURVEY OF REFERENCE SOURCES, LANGUAGE MATERIALS, AND SCHOLARLY PUBLICATIONS ON THE CHINESE LANGUAGE. ORIGINALLY INTENDED TO RECORD WORKS WRITTEN IN BOTH ORIENTAL AND WESTERN LANGUAGES, THIS BIBLIOGRAPHY WAS RESTRICTED TO APPROXIMATELY 2,000 WESTERN LANGUAGE SOURCES (PARTICULARLY GERMAN, ENGLISH, AND FRENCH). TRANSLATIONS OF CHINESE AND JAPANESE WORKS AND JOURNAL ARTICLES WRITTEN IN ORIENTAL LANGUAGES WITH A SUMMARY IN A WESTERN LANGUAGE ARE INCLUDED. OLDER PUBLICATIONS ARE INCLUDED WHEN THERE ARE NO RECENT WORKS ON THE SAME TOPIC, BUT THE BOOKS, MONOGRAPHS, JOURNAL ARTICLES, THESES AND DISSERTATIONS LISTED HERE ARE GENERALLY OF RECENT DATE AND HAVE BEEN MADE AVAILABLE THROUGHOUT THE WESTERN WORLD. TITLES ARE LISTED UNDER SUCH BROAD SUBJECT HEADINGS AS BIBLIOGRAPHIES, GENERAL WORKS, ROMANIZATION AND TRANSCRIPTION, DIALECTS, AND LANGUAGE PROBLEMS AND REFORMS. OF SPECIAL INTEREST TO THE STUDENT OR TEACHER ARE THE SECTIONS ON BILINGUAL AND SUBJECT DICTIONARIES, GRAMMAR, WRITING, READERS, STUDY AND TEACHING, AND TRANSLATION. ANOTHER VOLUME LISTING STUDIES WRITTEN IN CHINESE AND JAPANESE IS PLANNED. THIS BIBLIOGRAPHY IS AVAILABLE FOR \$4.00 FROM THE PARAGON BOOK GALLERY, LTD., 14 EAST 38 STREET, N.Y., N.Y. (JD)

ED 012 912 AL 000 600
AL-ANI, SALMAN H. SHAMMAS, JACOBY
PHONOLOGY AND SCRIPT OF LITERARY ARABIC.

MCGILL UNIV., MONTREAL (QUEBEC)
PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARABIC, *CONTRASTIVE LINGUISTICS, *HANDWRITING INSTRUCTION, *PHONOLOGY, ENGLISH, LANGUAGE INSTRUCTION, TAPE RECORDINGS, WORKBOOKS.

THIS WORKBOOK IS DESIGNED TO INTRODUCE THE SOUND SYSTEM AND WRITING SYSTEM OF LITERARY ARABIC. THE MATERIAL IS LINGUISTICALLY ORIENTED, BASED ON A CONTRASTIVE ANALYSIS OF ENGLISH AND ARABIC. ACCOMPANYING TAPES FOR EACH UNIT PROVIDE THE STUDENT WITH PRACTICE IN LISTENING COMPREHENSION AND ORAL PRODUCTION. READING, WRITING, AND HOMEWORK EXERCISES REINFORCE AND SUPPLEMENT THE ORAL PRACTICE. UNIT 1 PRESENTS THE VOWELS, UNITS 2-13 PRESENT THE CONSONANTS. FINAL UNITS 14-16 COMPRISE A REVIEW OF THE PHONOLOGY AS WELL AS AN INTRODUCTION TO CERTAIN MORPHOLOGICAL FEATURES, INCLUDING THE DEFINITE ARTICLE, ASSIMILATION, AND CASE ENDINGS. A SUBSEQUENT VOLUME ON GRAMMAR (MORPHOLOGY AND SYNTAX) IS CURRENTLY UNDER PREPARATION BY THE AUTHORS. THIS 118-PAGE WORKBOOK IS PUBLISHED BY THE INSTITUTE OF ISLAMIC STUDIES, MCGILL UNIVERSITY, MONTREAL, CANADA. (AM)

ED 012 913 AL 000 602
APPELL, GEORGE N. APPELL, LAURA W.R.

A PROVISIONAL FIELD DICTIONARY OF THE RUNGUS DUSUN LANGUAGE OF NORTH BORNEO.

PUB DATE JUN 61
EDRS PRICE MF-\$2.25 HC-\$23.32 556P.

DESCRIPTORS *DICTIONARIES, *DUSUN, ENGLISH, LANGUAGE RESEARCH, MALAYO FILIPINO, NORTH BORNEO, PHONOLOGY, RUNGUS DUSUN.

THIS DICTIONARY WAS PREPARED FOR USE DURING FIELD WORK AMONG THE RUNGUS DUSUN PEOPLE IN NORTH BORNEO. MANY WORDS WHOSE REFERENTS AND SEMANTIC RANGES WERE UNKNOWN OR UNCERTAIN WERE INCLUDED FOR RESEARCH PURPOSES. REPRESENTING THE FIRST STAGE OF STRUCTURAL ANALYSIS OF THE LANGUAGE, THIS COMPILATION CONTAINS A MINIMAL SECTION ON THE PHONETIC SYMBOLS USED. THE FIRST PORTION OF THE VOLUME CONTAINS LEXICAL ITEMS LISTED IN RUNGUS DUSUN AND GLOSSED IN ENGLISH. THE SECOND PORTION, WHICH IS IN TWO SECTIONS, CONTAINS AN ENGLISH-RUNGUS DUSUN LISTING OF HIGH FREQUENCY WORDS IN ALPHABETICAL ORDER, AND AN ENGLISH-RUNGUS DUSUN LISTING OF ITEMS BY MAJOR CATEGORIES SUCH AS "AGRICULTURE," "EQUIPMENT," "PROPERTY," AND "RELIGION." (AM)

ED 012 914 48 AL 000 604
RAY, PUNYA SLOKA AND OTHERS
BENGALI LANGUAGE HANDBOOK.
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
REPORT NUMBER BR-5-1242
PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$6.04 149P.

DESCRIPTORS *BENGALI, *REFERENCE BOOKS, ALPHABETS, CHALIT, CONTRASTIVE LINGUISTICS, CULTURAL BACKGROUND, DIALECT STUDIES, EAST PAKISTAN, GRAMMAR, INDIA, LITERATURE

GUIDES, PHONETICS, SADHU, SOCIO-LINGUISTICS, WEST BENGAL, WRITING, CONTRACT OEC-2-14-042

THIS VOLUME OF THE LANGUAGE HANDBOOK SERIES IS INTENDED TO SERVE AS AN OUTLINE OF THE SALIENT FEATURES OF THE BENGALI LANGUAGE SPOKEN BY OVER 80 MILLION PEOPLE IN EAST PAKISTAN AND INDIA. IT WAS WRITTEN WITH SEVERAL READERS IN MIND—(1) A LINGUIST INTERESTED IN BENGALI BUT NOT HIMSELF A SPECIALIST IN THE LANGUAGE, (2) AN INTERMEDIATE OR ADVANCED STUDENT WHO WANTS A CONCISE GENERAL PICTURE OF THE LANGUAGE AND ITS SETTING, AND (3) AN AREA SPECIALIST WHO NEEDS BASIC LINGUISTIC OR SOCIO-LINGUISTIC FACTS ABOUT THE AREA. CHAPTERS ON THE LANGUAGE SITUATION, PHONOLOGY, AND ORTHOGRAPHY PRECEDE THE LINGUISTIC ANALYSIS OF MORPHOLOGY AND SYNTAX. ALTHOUGH THE LINGUISTIC DESCRIPTION IS NOT INTENDED TO BE DEFINITIVE, IT USES TECHNICAL TERMINOLOGY AND ASSUMES THE READER HAS PREVIOUS KNOWLEDGE OF LINGUISTICS. STRUCTURAL DIFFERENCES BETWEEN BENGALI AND AMERICAN ENGLISH ARE DISCUSSED AS ARE THE DIFFERENCES BETWEEN SADHU STANDARD AND CHALIT STANDARD BENGALI. THE DACCIA DIALECT AND THE CHITTAGONG DIALECT ARE BRIEFLY TREATED AND THEIR GEOGRAPHICAL DISTRIBUTION IS SHOWN ON A MAP OF BENGALI DIALECTS. FINAL CHAPTERS SURVEY THE HISTORY OF BENGALI LITERATURE, SCIENCE, AND LITERARY CRITICISM. THIS HANDBOOK IS ALSO AVAILABLE FOR \$3.00 FROM THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. (JD)

ED 012 915 AL 000 606

BATESON, MARY CATHERINE. ARABIC LANGUAGE HANDBOOK. CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE 67
EDRS PRICE MF-\$0.75 HC-\$5.64 136P.

DESCRIPTORS *ARABIC, *CONTRASTIVE LINGUISTICS, COLLOQUIAL ARABIC, CULTURAL BACKGROUND, DIACHRONIC LINGUISTICS, DIALECT STUDIES, EGYPT, IRAQ, LANGUAGE PATTERNS, LITERATURE, MORPHOLOGY (LANGUAGES), NORTH AFRICA, PHONOLOGY, SYNCHRONIC LINGUISTICS, SYNTAX, SYRIA.

EACH VOLUME IN THE CENTER FOR APPLIED LINGUISTICS LANGUAGE HANDBOOK SERIES, WHICH ENCOMPASSES THE MAJOR MODERN LANGUAGES OF ASIA AND AFRICA, IS INTENDED TO PROVIDE AN OUTLINE OF THE SALIENT FEATURES OF A PARTICULAR LANGUAGE AND A SUMMARY OF THE LANGUAGE SITUATION AND LANGUAGE PROBLEMS OF THE COUNTRY OR AREA IN WHICH IT IS SPOKEN. THE ARABIC LANGUAGE HANDBOOK OF THIS SERIES, WHILE NOT INTENDED AS MATERIAL FOR LANGUAGE INSTRUCTION OR CULTURAL STUDIES, MAY BE USED BY THE LINGUISTIC SPECIALIST, THE ADVANCED STUDENT OF ARABIC, OR THE AREA SPECIALIST. ASSUMING A CERTAIN AMOUNT OF LINGUISTIC SOPHISTICATION ON THE PART OF THE READER, THE TEXT OUTLINES ARABIC STRUCTURE, THE HISTORY OF CLASSICAL ARABIC, AND THE LINGUISTIC PRACTICE OF THE ARABS. A SELECTIVE, PARTIALLY ANNOTATED BIBLIOGRAPHY PROVIDES FURTHER INFORMATION CONCERNING READILY AVAILABLE READING MATERIALS, INCLUDING BEGINNING TEXTBOOKS

FOR STUDENTS OF ARABIC. THIS HANDBOOK IS ALSO AVAILABLE FOR \$3.00 FROM THE OFFICE OF INFORMATION AND PUBLICATIONS, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. (AM)

ED 012 916 AL 000 607

HANNA, SAMIA A. GREIS, NAGUIB. BEGINNING ARABIC. A LINGUISTIC APPROACH—FROM CULTIVATED CAIRENE TO FORMAL LITERARY ARABIC.

PUB DATE 66
EDRS PRICE MF-\$1.25 HC-\$12.88 321P.

DESCRIPTORS *ARABIC, *LANGUAGE INSTRUCTION, CAIRENE ARABIC, CONTRASTIVE LINGUISTICS, CULTURAL BACKGROUND, DIALECTS, GRAMMAR, HANDWRITING INSTRUCTION, HANDWRITING MATERIALS, INSTRUCTIONAL MATERIALS, PHONOLOGY, TAPE RECORDINGS, TEXTBOOKS.

WRITTEN FOR THE LINGUISTICALLY-ORIENTED STUDENT, THIS NINE-UNIT TEXT PRESENTS A CAREFULLY STRUCTURED INTRODUCTION TO THE ARABIC LANGUAGE. THE CONTENT MOVES FROM SOUNDS TO LETTERS, FROM SPOKEN PATTERNS TO WRITTEN FORMS, AND FROM FAMILIAR TO FORMAL STYLE. PREFACING THE LESSON UNITS ARE INTRODUCTORY NOTES ON THE ARABIC LANGUAGE AND THE STRUCTURAL AND CULTURAL CONTENT, A LIST OF SYMBOLS AND ABBREVIATIONS, A PHONOLOGICAL CHART, AND A DIAGRAM OF THE SPEECH ORGANS. APPENDED ARE SUPPLEMENTARY PASSAGES FOR COMPREHENSION AND READING PRACTICE, GRAMMATICAL NOTES AND INDEX, AND AN ENGLISH-ARABIC GLOSSARY INDICATING BOTH FORMAL AND COLLOQUIAL FORMS. RELATED TEXT ED 011 110, "WRITING ARABIC," AND PRE-RECORDED TAPES ARE INTENDED FOR USE WITH THIS TEXT. THE EDUCATED DIALECT OF CAIRO WAS SELECTED AS BEING THE MOST REPRESENTATIVE, SOCIALLY ACCEPTABLE, AND UNDERSTANDABLE THROUGHOUT THE ARAB COUNTRIES. (AM)

ED 012 917 AL 000 609

COSTINETT, SANDRA ROSS, GORDON. AMERICAN ENGLISH FOR INTERNATIONAL BUSINESSMEN.

INSTITUTE OF MODERN LANGUAGES INC., WASHINGTON, D.C.

PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BUSINESS ENGLISH, *ENGLISH (SECOND LANGUAGE), *PATTERN DRILLS (LANGUAGE), BUSINESS SUBJECTS, EMPLOYMENT, JOB TRAINING, OFFICE OCCUPATIONS EDUCATION, PROFESSIONAL TRAINING, RECORDINGS, TAPE.

DESIGNED FOR NON-ENGLISH SPEAKERS ON AN INTERMEDIATE-ADVANCED LEVEL OF ENGLISH, THIS TEXT PROVIDES FOR PRACTICE IN CONVERSATIONAL BUSINESS ENGLISH. EACH OF THE TWELVE UNITS IS BASED ON A SPECIFIC TOPIC—PHONE CALLS, TRAVEL ARRANGEMENTS, QUARTERLY REPORTS AND SALES, ORGANIZATION CHARTS, ORDERING, PLANT LAYOUT, INVESTMENTS, EMPLOYEE BENEFITS, EMPLOYMENT CONDITIONS, AND PLANT MAINTENANCE. A FEATURE OF THE DIALOGUES IS THE PRESENTATION OF ALTERNATIVE OR SYNONYMOUS PATTERNS WHICH ALLOW THE STUDENT A CHOICE OF RESPONSES. QUESTIONS FOR DISCUSSION AND A READING UNIT FOLLOW EACH DIA-

LOGUE. SUGGESTIONS TO THE STUDENT FOR SELF-INSTRUCTION WITH OR WITHOUT THE ACCOMPANYING TAPES, AND INSTRUCTIONS TO THE TEACHER FOR CLASSROOM PROCEDURES ARE INCLUDED IN THE INTRODUCTION. THIS TEXT AND RECORDINGS OF THE DIALOGUES ARE AVAILABLE FROM THE INSTITUTE OF MODERN LANGUAGES, INC., 1666 CONNECTICUT AVENUE, N.W., WASHINGTON, D.C., 20009. (AM)

ED 012 918 AL 000 613

SARLES, HARVEY B. NEW APPROACHES TO THE STUDY OF HUMAN COMMUNICATION.

PUB DATE DEC 66
EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *COMMUNICATION (THOUGHT TRANSFER), *INTERACTION PROCESS ANALYSIS, *INTERCOMMUNICATION, *INTERPERSONAL RELATIONSHIPS, BEHAVIOR THEORIES, BEHAVIORAL SCIENCE RESEARCH, BODY CONSONANCE, FILMS, INFORMATION THEORY, RESEARCH METHODOLOGY, SYSTEMATIC SEMANTICS.

IN VARIOUS STUDIES, BRIEFLY DESCRIBED IN THIS PAPER, SOUND FILMS WERE MADE OF PEOPLE ENGAGED IN VERBAL COMMUNICATION. THE FILMS WERE ANALYZED TO NOTE RELATIONSHIPS BETWEEN PHYSICAL MOVEMENT AND THE ACTUAL CONTENT OF THE CONVERSATION. THE FRAMES OF THE FILM WERE SEQUENTIALLY NUMBERED TO CORRELATE THEM TO THE NEAREST FRAME WITH THE SOUND RECORDING. SOME RESEARCH TOOK NOTE OF A SINGLE PERSON'S MOVEMENTS DURING THE MOVIES AND OTHER WORK WAS DONE ON THE RELATIONSHIP BETWEEN TWO INTERACTORS' MOVEMENTS (INCLUDING BODY CONSONANCE OR CONGRUENCE). INCIDENTAL STUDIES INVOLVED THE RELATIONSHIP BETWEEN MOVEMENT AND CERTAIN WORDS OR PHONEMES. IT WAS NOTED THAT IN EACH MOVIE THERE WERE AT LEAST A FEW TIMES WHEN TWO INTERACTORS MOVED THE SAME PART OF THEIR BODIES IN THE SAME WAY AT THE SAME TIME. THIS TANDEM MOVEMENT WAS CALLED SYNCHRONY. SYNCHRONY WAS LATER FOUND TO OCCUR BETWEEN DIFFERING ELEMENTS—THE SPEAKER'S CIGARETTE AND THE LISTENER'S HEAD, FOR EXAMPLE. ANOTHER STUDY BROUGHT UP THE QUESTION OF WHETHER INTERACTORS CHANGE POSTURE AS THE NARRATIVE CHANGES FROM SHARED TO NON-SHARED EXPERIENCES. THE QUESTIONS RAISED BY THESE STUDIES POINT OUT THE NEED FOR MORE BASIC OBSERVATION IN DYNAMIC COMMUNICATION RESEARCH. THIS STUDY IS PUBLISHED IN "ANTHROPOLOGICAL LINGUISTICS," DECEMBER, 1966. (JD)

ED 012 919 AL 000 615

ENGLISH AS A SECOND LANGUAGE IN ELEMENTARY SCHOOLS—BACKGROUND AND TEXT MATERIALS.

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE OCT 67
EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *BIBLIOGRAPHIES, *ESOL, *SPANISH SPEAKING, BILINGUAL STUDENTS, ELEMENTARY EDUCATION, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, MEXICAN AMERICANS, MINORITY GROUPS, PRESCHOOL EDUCATION, PUERTO RICANS, READING

INSTRUCTION, RESOURCE MATERIALS, SPANISH AMERICANS, TEACHING GUIDES, TEACHING METHODS, TESOL.

THIS SELECTIVE, ANNOTATED BIBLIOGRAPHY IS A LIST OF THE OUTSTANDING PUBLICATIONS AVAILABLE IN THE FIELD OF TEACHING ENGLISH AS A SECOND LANGUAGE IN KINDERGARTEN AND ELEMENTARY SCHOOLS. SECTION A (METHODOLOGY) LISTS BACKGROUND READINGS DEALING WITH THEORY AND APPROACHES, MATERIALS, AND TECHNIQUES. SECTION B (PRE-SCHOOL OR PRIMARY SCHOOL MATERIALS) LISTS TEXTS DESIGNED FOR CHILDREN OF SPECIFIC AGE AND LEARNING LEVELS. OF SPECIAL INTEREST ARE THE VARIOUS MATERIALS FOR TEACHING SPANISH-SPEAKING CHILDREN PREPARED BY THE NEW YORK CITY BOARD OF EDUCATION, IMPERIAL COUNTY SCHOOLS (EL CENTRO, CALIFORNIA), DADE COUNTY PUBLIC SCHOOLS (MIAMI, FLORIDA), PUERTO RICO DEPARTMENT OF EDUCATION, AND THE TEXAS EDUCATION AGENCY (AUSTIN, TEXAS). THIS BIBLIOGRAPHY IS ALSO AVAILABLE ON REQUEST FROM THE CENTER FOR APPLIED LINGUISTICS, ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AM)

ED 012 920 AL 000 633

VANDERSLICE, RALPH
STRESS, ACCENT, AND EMPHASIS.
PUB DATE 28 JUL 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *COMPUTATIONAL LINGUISTICS, *PRONUNCIATION, *READING, *SEMANTICS, *SYLLABLES, DIACRITICAL MARKING, ENGLISH, GRAPHEMES, INTONATION, PHONEMES, READING MACHINES, READING PROCESSES, SPEECH, SPEECH SKILLS, SYNTAX.

IN ORDER TO MAKE A MACHINE THAT CONVERTS WRITTEN TEXT INTO SPOKEN LANGUAGE (READING MACHINE), IT WOULD BE NECESSARY TO MAP SENTENCES OF WRITTEN ENGLISH ONTO CORRESPONDING SENTENCES OF SPOKEN ENGLISH, IN A CONVERSION WHICH THE AUTHOR CALLS "SYNTHETIC ELOCUTION." IN THIS TYPE OF CONVERSION, THE ASSIGNMENT OF PROSODIC FEATURES TO SENTENCES IN CONNECTED TEXTS REQUIRES THE APPLICATION OF RULES WHICH ARE OPERABLE ACROSS SENTENCE BOUNDARIES. THEORETICALLY, A MODEL READING MACHINE MIGHT HAVE A CHARACTER RECOGNIZER AS THE INPUT AND A SPEECH SYNTHESIZER AS THE OUTPUT AND WOULD INCORPORATE PROGRAMS FOR SYNTACTIC AND SEMANTIC ANALYSIS, WORD PRONUNCIATION, AND PROSODIC FEATURE ASSIGNMENT. MECHANICAL SPEECH SYNTHESIS BY RULES IS COMPLICATED BY A TWO-PART PROBLEM: (1) DETERMINING THE MINIMAL SET OF PROSODIC FEATURES WHICH HAVE TO BE ASSIGNED, AND (2) DETERMINING THE FORM OF THE RULES WHICH WILL CORRECTLY ASSIGN THEM. THE AUTHOR FOCUSES ON SOME ASPECTS OF THE PROSODIC MODEL AND PROPOSES A MORE THOROUGH MEANS OF DIFFERENTIATING SUCH HOMOPHONOUS EXPRESSIONS AS "LIGHTHOUSE KEEPER" AND "LIGHT HOUSEKEEPER." IT SEEMS THAT ACCENT PLACEMENT IN ENGLISH CANNOT ALWAYS BE DETERMINED WITHIN THE LIMITS OF THE SENTENCE. RATHER IT IS PARTIALLY SUSCEPTIBLE TO PREDICTION BY "CONTEXT SENSITIVE RULES." THIS PAPER WAS READ AT THE 1967 SUM-

MER MEETING OF THE LINGUISTIC SOCIETY OF AMERICA. (FB)

ED 012 921 AL 000 637

KERNAN, KEITH T. BLOUNT, B.G.
THE ACQUISITION OF SPANISH GRAMMAR BY MEXICAN CHILDREN.
PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *CHILDREN, *GRAMMAR, *LANGUAGE LEARNING LEVELS, *SPANISH, *VERBAL LEARNING, BERKO, CHILD DEVELOPMENT, CIUDAD GUZMAN, JALISCO, MEXICO, MORPHOLOGY (LANGUAGES), SPANISH SPEAKING.

USING THE METHODOLOGY DEvised BY JEAN BERKO (1958) TO TEST AMERICAN CHILDREN ON THEIR INTERNALIZATION OF ENGLISH GRAMMATICAL RULES, 92 MEXICAN CHILDREN OF CIUDAD GUZMAN, JALISCO, WERE TESTED TO DETERMINE THEIR INTERNALIZATION OF SPANISH GRAMMAR. THE CHILDREN WERE FROM THE LOWER SOCIO-ECONOMIC CLASS, AS WERE THE 18 ADULTS WHO TOOK THE SAME TEST TO DETERMINE "CORRECT" RESPONSES. ONE GROUP OF 30 CHILDREN RANGED IN AGE FROM 4 TO 7, THE SAME AGES AS THE CHILDREN IN BERKO'S GROUP. THE OTHER TWO GROUPS, OF EQUAL SIZE, WERE CHILDREN FROM 8 TO 10 YEARS AND 11 TO 12 YEARS OLD. THERE WERE APPROXIMATELY AN EQUAL NUMBER OF BOYS AND GIRLS IN EACH GROUP. THE TEST REQUIRED THE CHILDREN TO APPLY A BASIC GRAMMATICAL RULE (THE FORMATION OF PLURALS, DIMINUTIVES, AGENTIVES, VERB FORMS, OR POSSESSIVES) TO A NONSENSE WORD. THE PROCESS OF INTERNALIZATION WAS WELL UNDER WAY IN THE YOUNGEST CHILDREN AND CONTINUED AT A SIGNIFICANT RATE SO THAT THE 11-12 AGE GROUP DEMONSTRATED A COMMAND OF MOST OF THE GRAMMATICAL CATEGORIES TESTED. THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN BOYS AND GIRLS IN THE ACQUISITION OF THESE RULES. RESULTS OF THIS TEST SHOW THE PROFITABILITY OF APPLYING TECHNIQUES DEVISED FOR THE STUDY OF ENGLISH LANGUAGE ACQUISITION TO OTHER LANGUAGES. THIS ARTICLE APPEARED IN "ANTHROPOLOGICAL LINGUISTICS," VOL. 8, NO. 9, DEC., 1966. (JD)

ED 012 922 AL 000 638

HOLTZMAN, PAUL D.
ENGLISH LANGUAGE PROFICIENCY TESTING AND THE INDIVIDUAL.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.

PUB DATE: 27 APR 67

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *DATA ANALYSIS, *FACTOR ANALYSIS, *FOREIGN STUDENTS, *LANGUAGE TESTS, LANGUAGE ABILITY, SECOND LANGUAGE LEARNING, STUDENT TESTING, TESOL, TEST INTERPRETATION, TEST RESULTS, TEST VALIDITY, TESTING PROBLEMS.

THE AUTHOR POINTS OUT PROBLEMS IN TEST RESEARCH AND INTERPRETATION, SOME OF WHICH ARE DUE TO CONFLICTS BETWEEN THE FINDINGS OF THE DATA ANALYST WHO IS RESTRICTED TO BASING HIS DECISIONS ON SELECTED DATA ONLY, AND THE TEST INTERPRETER WHO IS AWARE OF VARIABLE VALIDITIES OF SUCH UNTESTED FACTORS AS SITUATIONAL ANXIETY, PERSONALITY, MOTHER-TONGUE INFLUENCES, CULTURAL CLASH, AND SENSE OF COMMUNICATION. HOWEVER, THE AUTHOR FEELS IN SPITE OF THESE AND OTHER SHORTCOMINGS,

THERE ARE A NUMBER OF REASONS FOR CONTINUING TO DO FACTOR ANALYSIS OF TEST RESULTS. ONE FACTOR, "FEEDFORWARD," BASED ON THE PSYCHOLOGY OF PERCEPTUAL EXPECTANCE, DEALS WITH SETS OF THE CATEGORIES THAT INDIVIDUALS HAVE AVAILABLE FOR THE PROCESSING OF ANY INTERNAL AND EXTERNAL PERCEPTIONS INCLUDING THOSE FOR LANGUAGE RECEPTION AND PRODUCTION. A VALID TEST OF LANGUAGE PROFICIENCY WOULD BE A TEST OF THE CATEGORIES THAT THE SUBJECT BRINGS TO ANY PROCESSING OF THE LANGUAGE. THE AUTHOR REVIEWS RECENT AND CURRENT RESEARCH WHICH IS CONCERNED WITH THE FACTOR OF "REDUNDANCY UTILIZATION", THE ABILITY OF THE NATIVE SPEAKER TO PREDICT SEQUENTIAL LANGUAGE SIGNALS AS CONTRASTED WITH THE NON-NATIVE SPEAKER'S DEPENDENCY ON INTERPRETING EACH WORD ON THE BASIS OF THE SIGNAL ITSELF. THIS WORKPAPER WAS PRESENTED AT THE ATEL SEMINAR IN AUSTIN, TEXAS, APRIL 27, 1967. (AM)

ED 012 923 AL 000 639

LEHMANN, W.P.
COMPUTATIONAL LINGUISTICS-PROCEDURES AND PROBLEMS.

TEXAS UNIV., AUSTIN, LINGUISTICS RES. CTR.

REPORT NUMBER LRC-65-WA-1

PUB DATE JAN 65

EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *COMPUTATIONAL LINGUISTICS, *DATA PROCESSING, *MACHINE TRANSLATION, CLASSIFICATION, COMPUTERS, LANGUAGE, LINGUISTIC PATTERNS, LINGUISTIC THEORY, MATHEMATICAL LINGUISTICS, STRUCTURAL ANALYSIS.

BASED ON A LECTURE GIVEN AT THE UNIV. OF TEXAS SCIENCE CONFERENCE, NOV. 20, 1964, THIS PAPER PRESENTS IN RELATIVELY NON-TECHNICAL TERMINOLOGY A DESCRIPTION OF THE "STRUCTURAL" APPROACH TO THE STUDY OF LANGUAGE WHICH UNDERLIES THE WORK OF THE LINGUISTICS RESEARCH CENTER. THIS APPROACH ANALYZES LANGUAGE IN SUCH A WAY THAT IT CAN BE MANIPULATED WITH A COMPUTER. STRESSING THE NECESSITY FOR A MORE COMPLETE UNDERSTANDING OF LANGUAGE AS THE BASIS FOR MACHINE TRANSLATION AND COMPUTATIONAL LINGUISTICS, THE AUTHOR DEALS WITH (1) THE FORMAL STRUCTURE OF LANGUAGE, (2) SIMULATION, (3) LANGUAGE DATA PROCESSING, (4) AUTOMATIC CLASSIFICATION, (5) ANALYSIS OF MEANING, AND (6) ACCOMPLISHMENTS IN THE FIELD OF LINGUISTIC RESEARCH. INCLUDED ARE REPRODUCTIONS OF THE ANALYSIS OF A SENTENCE WITH A PARSING DIAGRAM, AND A CHART OF THE LINGUISTICS RESEARCH SYSTEM. (AM)

ED 012 924 AL 000 640

WOLFF, HANS
LANGUAGE, ETHNIC IDENTITY AND SOCIAL CHANGE IN SOUTHERN NIGERIA.

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *AFRICAN LANGUAGES, *SOCIOLINGUISTICS, ABUA, AREA STUDIES, BILINGUALISM, CULTURAL AWARENESS, ETHNIC GROUPS, IJO, KALABARI, MINORITY GROUPS, MODERN HISTORY, NEMBE, NIGERIA, ODUAL, OGBIA, POLITICAL DIVISIONS (GEOGRAPHIC), SE-

COND LANGUAGES, SOUTHERN NIGERIA, THE INHABITANTS OF THE OIL RIVERS OR RIVERS SECTION OF SOUTHERN NIGERIA ARE DIVIDED BY HISTORY, GEOGRAPHY, AND LANGUAGE INTO TWO GROUPS—THE COASTAL PEOPLES AND THE HINTERLAND PEOPLES. COASTAL DIALECTS BELONG TO THE IJO GROUP OF LANGUAGES WHILE THE HINTERLAND DIALECTS ARE OF ANOTHER LANGUAGE FAMILY. DURING THE 19TH CENTURY THE HINTERLAND PEOPLES WERE POLITICALLY AND ECONOMICALLY DOMINATED BY THE COASTAL PEOPLE AND THE LANGUAGES SPOKEN BY THE VARIOUS GROUPS DEMONSTRATED (1) A HIGH INCIDENCE OF BILINGUALISM IN THE HINTERLAND NOT PARALLELED BY SIMILAR BILINGUALISM ON THE COAST, (2) A HIGH INCIDENCE OF COASTAL PERSONAL AND PLACE NAMES IN THE HINTERLAND, AND (3) THE FREQUENT USE OF COASTAL LANGUAGES IN EVERYDAY AFFAIRS IN HINTERLAND COMMUNITIES. THE CESSATION OF THE OIL RIVERS TRADE, THE COLONIAL REGIME, AND NIGERIAN NATIONALISM AND INDEPENDENCE HAVE CAUSED NOT ONLY SOCIAL-ECONOMIC CHANGES BUT LINGUISTIC CHANGES AS WELL. A GROWING SENSE OF ETHNIC IDENTITY AMONG THE MINORITY HINTERLAND GROUPS IS SEEN IN A SHIFT AWAY FROM USE OF COASTAL DIALECTS AS SECOND LANGUAGES AND A CONSCIOUS DESIRE TO REPLACE "FOREIGN" USAGE WITH THE VERNACULAR. THE CHANGE IN THE LANGUAGE SITUATION, THEN, ILLUSTRATES THE SOCIAL-ECONOMIC TREND AWAY FROM NATIONAL AND REGIONAL UNITY TOWARD DIVERSITY AND PARTICULARISM. THIS ARTICLE APPEARED IN "ANTHROPOLOGICAL LINGUISTICS," VOL. 9, NO. 1, JAN. 1967. (JD)

ED 012 925 AL 000 641
KRAFT, MARGUERITE E. KRAFT,
CHARLES H.

WHERE DO I GO FROM HERE, A HANDBOOK FOR CONTINUING LANGUAGE STUDY IN THE FIELD.

PEACE CORPS, WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.72 66P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE LEARNING LEVELS, *SECOND LANGUAGE LEARNING, *UNCOMMONLY TAUGHT LANGUAGES, CULTURAL AWARENESS, FOREIGN CULTURE, ON THE JOB TRAINING, TAPE RECORDERS.

THIS HANDBOOK WAS WRITTEN FOR PEACE CORPS VOLUNTEERS BUT IS USEFUL FOR ALL THOSE WHO HAVE HAD BASIC FOREIGN LANGUAGE TRAINING AND NEED INFORMATION ON HOW TO CONTINUE LANGUAGE LEARNING IN THE FOREIGN CULTURE WITHOUT FORMAL CLASSES. DISCUSSED IN DETAIL IN THIS HANDBOOK ARE (1) THE LANGUAGE ASSISTANT, (2) USE OF AVAILABLE WRITTEN AND AUDIOLINGUAL MATERIALS, (3) ORGANIZING ONE'S OWN MATERIAL WHEN THERE IS NO OTHER AVAILABLE, AND (4) THE BEST APPROACHES TO FOREIGN LANGUAGE LEARNING. PRACTICAL SUGGESTIONS ARE GIVEN IN NON-TECHNICAL TERMINOLOGY FOR USE OF A TAPE RECORDER, KINDS OF GRAMMARS AND DICTIONARIES, MAKING USE OF WRITTEN NOTES, AND HOW TO CONSTRUCT AND PRACTICE PATTERN DRILLS. THE AUTHORS EMPHASIZE THE IMPORTANCE OF SENSITIVITY TO THE CULTURAL CONTEXT OF LANGUAGE AND DISCUSS THE COMMON PROBLEMS EN-

COUNTERED IN LEARNING A NEW LANGUAGE. (JD)

ED 012 926 AL 000 642

GUDSCHINSKY, SARAH C

HOW TO LEARN AN UNWRITTEN LANGUAGE.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LINGUISTIC THEORY, *SECOND LANGUAGE LEARNING, *UNWRITTEN LANGUAGE, ANTHROPOLOGY, APPLIED LINGUISTICS, ARTICULATION (SPEECH), FIELD STUDIES, GRAMMAR, PHONOLOGY, PROFESSIONAL TRAINING, TAPE RECORDINGS, UNCOMMONLY TAUGHT LANGUAGES, VERBAL COMMUNICATION.

A PRACTICAL GUIDE FOR THE ANTHROPOLOGY STUDENT CONFRONTED WITH LEARNING A LANGUAGE IN THE FIELD, THIS BOOK FOCUSES ON ACQUIRING EVERYDAY CONVERSATION RATHER THAN DIFFICULT LINGUISTIC PROBLEMS. THE FORM AND CONTENT ARE BASED ON THE FOLLOWING BASIC PREMISES—(1) LEARNING A LANGUAGE CONSISTS OF DISCOVERING AND CONTROLLING AS AUTOMATIC HABITS THE PHONOLOGICAL, GRAMMATICAL, AND LEXICAL PATTERNS USED BY ITS NATIVE SPEAKERS, (2) A NON-LINGUIST CAN DISCOVER IN DATA PRODUCED BY OR ELICITED FROM A NATIVE SPEAKER, AT LEAST THE MOST COMMON AND MOST USEFUL OF THOSE PATTERNS, AND (3) USING A MINIMUM OF VOCABULARY, AUTOMATIC CONTROL CAN BE ACHIEVED BY INTENSIVE PRACTICE OF THE PATTERNS IN STIMULUS AND RESPONSE SEQUENCES. THE AUTHOR INTRODUCES THE FIELDWORKER WITH LITTLE OR NO LINGUISTIC BACKGROUND TO THE ANALYTIC TECHNIQUES HE MUST MASTER, INCLUDING THE ESSENTIAL POINTS OF GRAMMAR TO BE LEARNED, VOCABULARY ACQUISITION, PHONOLOGICAL THEORY, AND THE PRODUCTION OF SOUNDS. ALL AREAS HAVE ACCOMPANYING EXERCISES. THIS BOOK IS AVAILABLE FOR \$1.95 FROM HOLT, RINEHART AND WINSTON, 383 MADISON AVENUE, NEW YORK, 10017. (FB)

ED 012 927 AL 000 643

LABOV, WILLIAM

THE SOCIAL STRATIFICATION OF ENGLISH IN NEW YORK CITY.

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DIALECT STUDIES, *ENGLISH, *SOCIAL CLASS, *SOCIAL DIALECTS, *SOCIOLINGUISTICS, ANGLO AMERICANS, DIACHRONIC LINGUISTICS, ETHNIC GROUPS, JEWS, LANGUAGE TYPOLOGY, NEW YORK CITY, SELF CONCEPT, SOCIAL CHARACTERISTICS, SOCIAL DIFFERENCES, SPEECH HABITS, SYNCHRONIC LINGUISTICS, URBAN CULTURE, URBAN ENVIRONMENT, VOWELS.

THE WORK PRESENTED IN THIS STUDY IS AN INVESTIGATION OF THE SOCIAL CONTEXT OF LANGUAGE. THE COMPLEXITY OF THE ENGLISH DIALECT SPOKEN IN NEW YORK CITY PARALLELS THE COMPLEXITY OF THE CITY'S CHANGING SOCIAL STRUCTURE. DATA GATHERED FROM THE LARGER SPEECH COMMUNITY SHOW THAT THE VARIATION IN INDIVIDUAL SPEECH PATTERNS IS REFLECTED IN A HIGHLY SYSTEMATIC STRUCTURE OF SOCIAL AND STYLISTIC VARIATION. THE STUDY EXTENDS THE LIMITS OF FORMAL LINGUISTIC ANALYSIS TO IN-

CLUDE FACTORS OF CONTINUOUS SOCIAL AND STYLISTIC VARIATION AND UNCONSCIOUS SUBJECTIVE REACTIONS TO THE SPEECH PATTERNS STUDIED. MANY OF THE TECHNIQUES DEVELOPED FOR GATHERING DATA MAY HAVE A MORE GENERAL APPLICATION. THE FINAL CHAPTER INTEGRATES INDIVIDUAL LINGUISTIC AND SOCIO-LINGUISTIC DATA, FOCUSING ON THE NEW YORK CITY VOWEL SYSTEM. IN ORDER TO MAKE THESE FINDINGS ACCESSIBLE TO THE NON-LINGUIST, TECHNICAL TERMS AND SYMBOLS ARE DEFINED IN THE TEXT AND APPENDED IN A GLOSSARY. THIS BOOK IS AVAILABLE FOR \$5.00 FROM THE PUBLICATIONS OFFICE OF THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. (JD)

ED 012 928 CG 000 111

WHETSTONE, B.D.

THE RELATIONSHIP BETWEEN COUNSELORS' PERCEPTIONS OF STUDENTS AND CERTAIN CHARACTERISTICS OF COUNSELORS.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *COUNSELOR CHARACTERISTICS, *COUNSELORS, *PERCEPTION, BIBLIOGRAPHIES, CHI SQUARE, CORRELATIONS, COUNSELOR FUNCTIONS, IDEAL STUDENT DESCRIPTION Q SORT, Q SORT, RESEARCH PROJECTS.

THE RELATIONSHIP BETWEEN THE COUNSELOR'S PERCEPTION OF STUDENTS AND CERTAIN CHARACTERISTICS OF THE COUNSELOR'S TRAINING, BACKGROUND, AND PRESENT ENVIRONMENT WAS STUDIED. THE SUBJECTS WERE 42 COUNSELORS, SELECTED AT RANDOM, REPRESENTING A CROSS-SECTION OF FULL AND PART-TIME COUNSELORS IN ALABAMA HIGH SCHOOLS. AN 84 ITEM IDEAL STUDENT Q-SORT, DESIGNED TO REVEAL WHETHER A COUNSELOR PERCEIVES STUDENTS AS FLEXIBLE OR RIGID IN THEIR INTERPERSONAL RELATIONSHIPS, AND A CHECKLIST OF 50 COUNSELOR ASSIGNMENTS WERE USED TO GATHER DATA. THE CHI SQUARE TECHNIQUE WAS USED TO TEST SIGNIFICANCE, AND THE COEFFICIENT OF CORRELATION WAS USED TO DETERMINE THE RELATIONSHIP BETWEEN COUNSELOR PERCEPTIONS AND PRESENT DUTIES. EXPERIENCES PRIOR TO COUNSELING SEEM TO HAVE A GREATER EFFECT ON THE COUNSELOR'S PERCEPTION OF STUDENTS THAN DOES HIS ENVIRONMENT, THE AMOUNT OF TIME SPENT IN COUNSELING, OR OTHER DUTIES PERFORMED. THIS STUDY SUGGESTS THAT THE MORE EFFECTIVE COUNSELOR SHOULD BE A FORMER TEACHER, SHOULD HAVE ATTENDED AN NDEA GUIDANCE INSTITUTE, WOULD PROFIT BY PROFESSIONAL ASSOCIATION MEMBERSHIP, AND SHOULD HAVE ADDITIONAL GRADUATE WORK. (AO)

ED 012 929 CG 000 154

HENDERSON, NORMAN B. AVALONE, VINCENT L.

PROBLEMS IN COUNSELING NAVAJO REHABILITATION CLIENTS. NAVAJO REHABILITATION PROJECT.

NORTHERN ARIZONA UNIV., FLAGSTAFF REPORT NUMBER TR-4

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *CULTURAL FACTORS, *CULTURALLY DISADVANTAGED,

*LANGUAGE HANDICAPS, *REHABILITATION COUNSELING, AMERICAN INDIANS, COUNSELOR ROLE, DISADVANTAGED YOUTH, FLAGSTAFF, RAPPORT, RESEARCH PROJECTS.

SOME CONDITIONS OF THE COUNSELING RELATIONSHIP WITH NAVAJOS ARE DESCRIBED. UNKEPT APPOINTMENTS ARE FREQUENT. THE COUNSELOR IS PERCEIVED AS A SOLVER OF IMMEDIATE PRACTICAL PROBLEMS RATHER THAN AS AN AGENT OF INTERPERSONAL OR PSYCHOLOGICAL CHANGE. TO THE NAVAJO, HE IS OFTEN AN AUTHORITY FIGURE. LANGUAGE IS AN ALMOST INSURMOUNTABLE BARRIER EXCEPT WITH THE MOST INCULTURATED NAVAJOS. IT TAKES LONGER TO ESTABLISH RAPPORT. NAVAJOS WITHDRAW PSYCHOLOGICALLY WHEN ANXIOUS. THE SUPERFICIALITY OF THE PSYCHODYNAMIC RELATIONSHIP IS DUE TO TARDY POSITIVE TRANSFERENCE AND OTHER CULTURAL FACTORS. EDUCATIONAL, SOCIAL, AND ECONOMIC OBSTACLES MAKE IT DIFFICULT FOR MOST NAVAJOS TO ACHIEVE MIDDLE-CLASS AMERICAN LEVELS OF SUCCESS. HOWEVER, IF CULTURAL-PERSONALITY DIFFERENCES ARE ANTICIPATED AND ACCEPTED, AND IF STEREOTYPING IS AVOIDED, CONSTRUCTIVE, WARM, AND SATISFYING COUNSELING RELATIONSHIPS MAY DEVELOP. (WR)

ED 012 930 CG 000 156
HENDERSON, NORMAN B. AND OTHERS
COOPERATIVE PROGRAM FOR REHABILITATION OF THE DISABLED INDIAN, NAVAJO REHABILITATION PROJECT. FINAL REPORT.

NORTHERN ARIZONA UNIV., FLAGSTAFF
REPORT NUMBER TR-1
PUB DATE JUN 67
EDRS PRICE MF-\$0.75 HC-\$5.48 135P.

DESCRIPTORS *AMERICAN INDIANS, *DEMONSTRATION PROJECTS, *PHYSICALLY HANDICAPPED, *VOCATIONAL REHABILITATION, FLAGSTAFF, INTERAGENCY COORDINATION, PROGRAM EVALUATION.

THIS PROJECT (1) DEVELOPED AND EVALUATED REHABILITATION TECHNIQUES AND PROCEDURES, (2) DEMONSTRATED PROCEDURES FOR COORDINATING AND INVOLVING AGENCIES, AND (3) RESEARCHED DATA IN VOCATIONALLY REHABILITATING DISABLED NAVAJOS. OF 258 DISABLED NAVAJOS, 118 COMPLETED ENOUGH OF THE PROGRAM TO BE INCLUDED IN THE EVALUATION. THEY WERE HOUSED AND DINED ON THE NORTHERN ARIZONA UNIVERSITY CAMPUS. SOCIAL AND PLACEMENT SERVICES WERE PROVIDED. ENGLISH AS A SECOND LANGUAGE AND A TRADITIONAL CULTURE DIFFERING FROM WESTERN EUROPEAN LIMITED THE VALIDITY OF THE PSYCHOLOGICAL TESTS GIVEN. THE PROJECT WAS GENERALLY EFFECTIVE. OF THE 118 EVALUATED CLIENTS, 92 WERE PLACED IN TRAINING OR ON JOBS. IF DISABLED NAVAJOS ARE TO BE RECRUITED FOR REHABILITATION AND REMAIN IN THE PROGRAM, MUCH INDIVIDUAL CONTACT IS NEEDED WITH THE PROSPECTIVE CLIENT, HIS FAMILY, AND REFERRAL SOURCES. RECOMMENDATIONS FOR FUTURE CROSS-CULTURAL DEMONSTRATION PROJECTS ARE INCLUDED. (SK)

ED 012 931 CG 000 176
SHUMAKE, FRANKLIN
PUPIL PERSONNEL SERVICES SEMINAR, A SUMMARY.

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA

PUB DATE 16 NOV 66
EDRS PRICE MF-\$0.50 HC-\$3.60 88P.

DESCRIPTORS *ACADEMIC EDUCATION, *COUNSELORS, *PSYCHOLOGISTS, *SOCIAL WORKERS, *STUDENT PERSONNEL SERVICES, ADMINISTRATIVE ORGANIZATION, SEMINARS, SPEECHES, STAFF ROLE.

THE FIVE MAJOR AREAS COVERED BY A SEMINAR ON PUPIL PERSONNEL SERVICES, SPONSORED BY THE GEORGIA STATE DEPARTMENT OF EDUCATION IN JUNE, 1966, ARE SUMMARIZED. PAPERS WERE PRESENTED, AND A PANEL REACTED TO THE FOLLOWING--(1) THE PUPIL PERSONNEL CONCEPT, (2) THE COUNSELOR ON THE PUPIL PERSONNEL STAFF, (3) THE SOCIAL WORKER ON THE PUPIL PERSONNEL STAFF, (4) THE SCHOOL PSYCHOLOGIST ON THE PUPIL PERSONNEL STAFF, AND (5) THE ADMINISTRATION OF PUPIL PERSONNEL SERVICES. THE PAPERS AND THE PANEL DISCUSSIONS (BOTH REPRINTED) DEALT WITH THE EDUCATIONAL TRAINING OF DIFFERENT PUPIL PERSONNEL SPECIALISTS, SPECIFIC PROBLEMS OF THREE SPECIALISTS IN THE STATE OF GEORGIA, AND THE ROLE OF PUPIL PERSONNEL SERVICES IN TERMS OF A TOTAL INSTRUCTIONAL PROGRAM. (SK)

ED 012 932 CG 000 343
KENNEDY, DANIELA. THOMPSON, INA
MODIFICATION OF A FIRST GRADER'S ATTENDING BEHAVIOR IN COUNSELING AND IN THE CLASSROOM.

PUB DATE MAR 67
EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *ASSOCIATIVE LEARNING, *ATTENTION SPAN, *ELEMENTARY SCHOOL COUNSELING, BEHAVIORAL SCIENCE RESEARCH, BIBLIOGRAPHIES, GRADE 1, POSITIVE REINFORCEMENT, RESEARCH PROJECTS, SPEECHES, TRANSFER OF TRAINING.

A REINFORCEMENT TECHNIQUE IN COUNSELING WAS USED TO MODIFY A FIRST GRADER'S ATTENDING BEHAVIOR. PRE AND POST MEASUREMENTS WERE MADE AND CUMULATIVE RECORDS WERE KEPT OF THE ATTENDING TIME IN COUNSELING SESSIONS AND IN ARITHMETIC LESSONS, AND A RECORD WAS KEPT OF COMPLETION VERSUS NON-COMPLETION OF ARITHMETIC ASSIGNMENTS. THE ASSESSMENTS MADE IN REGARD TO THE ARITHMETIC LESSONS ENABLED AN INVESTIGATION OF TRANSFER EFFECTS FROM COUNSELING TO THE ACADEMIC AREA. AN INVESTIGATION OF TRANSFER EFFECTS WAS ALSO INFORMALLY MADE RELATIVE TO OTHER SCHOOL SITUATIONS. RESULTS SHOWED INCREASED ATTENDING BEHAVIOR IN COUNSELING AND IN THE CLASSROOM, AND A MARKED IMPROVEMENT IN COMPLETION OF ASSIGNMENTS, AND WERE INTERPRETED AS SUPPORTING THE USE OF A BEHAVIORAL APPROACH IN ELEMENTARY SCHOOL COUNSELING. (AUTHOR)

ED 012 933 CG 000 409
FROST, JAMES A.
THE RESIDENT COUNSELOR PROJECT IN THE SOUTH-WESTERN CITY SCHOOLS IN CONJUNCTION WITH OHIO UNIVERSITY. A FINAL REPORT.

SOUTH-WESTERN CITY SCHOOL DIST., GROVE CITY, OHIO
PUB DATE 30 JUN 67
EDRS PRICE MF-\$1.50 HC-\$14.44 359P.

DESCRIPTORS *ELEMENTARY SCHOOL COUNSELORS, *ELEMENTARY SCHOOL GUIDANCE, *ENRICHMENT PROGRAMS, *OCCUPATIONAL INFORMATION, *PROGRAM EVALUATION, INTERNSHIP PROGRAMS, STUDENT ATTITUDES.

THE MAJOR PURPOSES OF THIS STUDY WERE (1) TO ENRICH THE EXISTING ELEMENTARY GUIDANCE PROGRAM THROUGH THE USE OF RESIDENT COUNSELORS, (2) TO PROVIDE THE OPPORTUNITY FOR SYSTEMATIC RESEARCH CONCERNING THE ELEMENTARY GUIDANCE SERVICES OFFERED, AND (3) TO EVALUATE THE FUNCTIONING OF RESIDENT COUNSELORS IN AN ON-GOING ELEMENTARY GUIDANCE PROGRAM. RESIDENT COUNSELORS WERE ADVANCED GRADUATE STUDENTS AT OHIO UNIVERSITY. SUMMARIES OF THE ACTUAL COUNSELING CONTACTS MADE IN THE SCHOOL DISTRICT AND REACTIONS OF PRINCIPALS AND TEACHERS TO THE PROGRAM AS A WHOLE ARE GIVEN. A SAMPLE OF THE ACTIVITY LOGS KEPT BY THE COUNSELORS IS ALSO INCLUDED. A SPECIFIC STUDY CONCERNING WORK WAS DESIGNED TO ASSESS THE VOCATIONAL KNOWLEDGE, ATTITUDES, AND VALUES OF ELEMENTARY SCHOOL STUDENTS. SOME OF THE RESULTS WERE--(1) ACADEMIC ABILITY APPEARS TO BE A FACTOR CONTRIBUTING TO OCCUPATIONAL KNOWLEDGE, (2) WHITE COLLAR AND WOMEN'S OCCUPATIONS ARE HELD IN HIGHER REGARD THAN ARE BLUE COLLAR OCCUPATIONS, AND (3) MISINFORMATION FREQUENTLY INFLUENCES CHILDREN. EVALUATIONS OF THE ENTIRE PROJECT AND ITS SUBPARTS ARE INCLUDED. (SK)

ED 012 934 CG 000 420
GOFF, WILLIAM AND OTHERS
PROJECT P.A.C.E. (PREPARING, ASPIRING, CAREER EXPLORATION). DAYTON CITY SCHOOL DISTRICT, OHIO
PUB DATE 30 JUN 67
EDRS PRICE MF-\$0.50 HC-\$2.76 67P.

DESCRIPTORS *ASPIRATION, *ELEMENTARY SCHOOL COUNSELORS, *ELEMENTARY SCHOOL STUDENTS, *OCCUPATIONAL INFORMATION, *VOCATIONAL DEVELOPMENT, ACADEMIC ABILITY, ACADEMIC ACHIEVEMENT, CALIFORNIA TEST OF MENTAL MATURITY, DICTIONARY OF OCCUPATIONAL TITLES, GRADE 2, GRADE 4, GRADE 6, INTELLIGENCE QUOTIENT, METROPOLITAN ACHIEVEMENT TESTS, OCCUPATIONAL ASPIRATION SCALE, OHIO SURVEY TESTS, OUR WORKING WORLD KIT, PILOT PROJECTS, WIDENING OCCUPATIONAL HORIZONS KIT.

CERTIFIED SCHOOL COUNSELORS WERE ASSIGNED TO TWO ELEMENTARY SCHOOLS TO DEVELOP, USE, AND TEST VOCATIONAL AND OCCUPATIONAL MATERIALS. ASPIRATION LEVELS OF STUDENTS IN ONE CLASS EACH IN THE SECOND, FOURTH, AND SIXTH GRADES IN EACH SCHOOL WERE ALSO EXPLORED AND RELATED TO OCCUPATIONAL POTENTIAL. METHODS OF USING OCCUPATIONAL MATERIALS EFFECTIVELY WERE ALSO TESTED. PRE AND POST-TESTS WERE GIVEN TO ASSESS PUPIL KNOWLEDGE OF OCCUPATIONS, ACHIEVEMENT AND ABILITY MEASURES WERE OBTAINED EARLY IN THE SCHOOL YEAR. QUESTIONNAIRES WERE GIVEN TO TEACHERS AND PARENTS OF CHILDREN IN THE EXPERIMENTAL GROUPS. SOME FINDINGS WERE--(1) THE STUDENTS ASSIMILATED VOCATIONAL AND OCCUPATIONAL INFORMATION, (2) OLDER ELEMENTARY STUDENTS EXHIBITED GREATER VOCATIONAL AWARENESS, (3) CHANG-

ES IN LEVEL OF ASPIRATION AS A FUNCTION OF LEARNING POTENTIAL WERE NOT DIFFERENTIATED BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS, (4) THE DICTIONARY OF OCCUPATIONAL TITLES WAS USED SUCCESSFULLY BY THE COUNSELOR AND OLDER ELEMENTARY STUDENT, AND (5) PARENTS AND TEACHERS WERE ENTHUSIASTIC ABOUT THE PROGRAM. (SK)

ED 012 935 CG 000 422

WATLEY, DONIVAN J.

DO COUNSELORS KNOW WHEN TO USE THEIR HEADS INSTEAD OF THE FORMULA. NATIONAL MERIT SCHOLARSHIP CORP., EVANSTON, ILL.

PUB DATE 67

EDRS PRICE MF-00.25 HC-00.72 16P.

DESCRIPTORS *COLLEGE STUDENTS, *COUNSELORS, *GRADES (SCHOLASTIC), *PREDICTIVE ABILITY (TESTING), *RESEARCH, ACHIEVEMENT RATING, CLINICAL DIAGNOSIS, COOPERATIVE ENGLISH TEST, MINNESOTA SCHOLASTIC ATTITUDE TEST, STATISTICAL ANALYSIS, STUDENT RECORDS, UNIVERSITY OF MINNESOTA.

THE PREDICTIVE SKILLS OF CLINICAL JUDGES WERE TESTED TO DETERMINE (1) IF VALIDATION EXPERIENCE AFFECTS THE ACCURACY OF CLINICAL JUDGMENT AND (2) IF THE CLINICAL JUDGE KNOWS WHEN TO DEVIATE FROM STATISTICAL PREDICTIONS. EIGHTEEN COUNSELORS WHO HAD PARTICIPATED IN A PREVIOUS INVESTIGATION OF PREDICTIVE SKILLS TOOK PART IN THE EXPERIMENT. ALL PARTICIPANTS WERE PROVIDED WITH INFORMATION REGARDING THEIR PREDICTIVE SKILLS IN THE PRIOR INVESTIGATION AND OTHER SPECIFIC DATA ABOUT CASE VARIABLES AND PRINCIPLES OF PREDICTION. THE PARTICIPANTS THEN WERE ASKED TO PREDICT FRESHMAN GRADES AND OVERALL COLLEGE GRADES FOR 50 CASES. CASE FOLDERS CONTAINED INFORMATION REGARDING SCHOLASTIC ATTITUDE AND PAST ACADEMIC ACHIEVEMENT AS WELL AS STATISTICAL DATA SUCH AS EXPECTANCY TABLES. RESULTS INDICATED THAT THE PREDICTION OF FRESHMAN AND OVERALL COLLEGE GRADES DID NOT IMPROVE FOLLOWING THE VALIDATION EXPERIENCE. THE JUDGES FAILED TO INCREASE THEIR PREDICTIVE ACCURACY WHEN UTILIZING THEIR CLINICAL "SKILLS" RATHER THAN A STATISTICAL METHOD. THIS DOCUMENT IS A NATIONAL MERIT SCHOLARSHIP CORPORATION RESEARCH REPORT, VOLUME 3, NUMBER 1, 1967. (SK)

ED 012 936 CG 000 428

BOYNTON, RALPH E.

NEW MODELS AND TECHNIQUES IN CAREER GUIDANCE.

PITTSBURGH UNIV., PA.

PUB DATE 11 MAR 66

EDRS PRICE MF-00.25 HC-00.48 10P.

DESCRIPTORS *CAREER PLANNING, *HIGH SCHOOL STUDENTS, *SYSTEMS APPROACH, *VOCATIONAL COUNSELING, COMPUTER ORIENTED PROGRAMS, DISCUSSION GROUPS, INFORMATION PROCESSING, MODELS, STUDENT SEMINARS, WORK EXPERIENCE PROGRAMS.

A MODEL FOR A CAREER GUIDANCE SYSTEM THAT APPEARS TO EFFECT POSITIVE CHANGE FOR STUDENTS, SCHOOLS, AND THE COMMUNITY IS PRESENTED. THERE ARE FOUR PHASES TO THE MODEL, ONE FOR EACH YEAR THE STUDENT IS IN HIGH SCHOOL. THE

STUDENT'S SKILLS, APTITUDES, INTERESTS, INTELLIGENCE, AND ACHIEVEMENTS ARE DETERMINED AT INITIAL FACT GATHERING SESSIONS. THIS INFORMATION IS STORED IN A COMPUTER. THE STUDENT MAY OBTAIN INFORMATION FROM THE COMPUTER ABOUT GRADES, COURSES TAKEN, AND COLLEGE ACCEPTANCE. THE COUNSELOR RECEIVES A COPY OF ALL SUCH SESSIONS. STUDENTS ARE ASSIGNED BY THE COMPUTER TO DISCUSSION GROUPS WHICH FOCUS ON THE SELECTION OF OCCUPATIONAL OBJECTIVES. CAREER SEMINARS PROVIDE STUDENTS WITH OPPORTUNITIES TO TALK WITH REPRESENTATIVES OF CAREERS IN WHICH THEY HAVE AN INTEREST. WHERE FEASIBLE, SENIOR YEAR STUDENTS ARE GIVEN WORK EXPERIENCE OPPORTUNITIES. THIS TYPE OF APPROACH APPEARS MEANINGFUL FOR STUDENTS WHO ARE NOT COLLEGE ORIENTED. THE USE OF A SYSTEMS APPROACH, PEER GROUPS FOR COUNSELING, AND COMMUNITY RESOURCES SEEMS TO OPERATE EFFECTIVELY IN PREPARING STUDENTS TO TAKE THEIR PLACE IN THE ECONOMIC LIFE OF A COMMUNITY. (SK)

ED 012 937 CG 000 432

WALTHER, REGIS H.

PERSONALITY VARIABLES AND CAREER DECISIONS. A PILOT STUDY OF LAW AND SOCIAL WORK STUDENTS.

GEORGE WASHINGTON UNIV., WASHINGTON, D.C.

PUB DATE FEB 66

EDRS PRICE MF-00.25 HC-02.08 50P.

DESCRIPTORS *CAREER CHOICE, *COLLEGE STUDENTS, *INDIVIDUAL CHARACTERISTICS, *LAW SCHOOLS, *SOCIAL WORK, JOB ANALYSIS AND INTEREST MEASUR. QUEST, LAW STUDENT QUESTIONNAIRE, PERSONALITY ASSESSMENT, PILOT PROJECTS, QUESTIONNAIRES, RESEARCH, VOCATIONAL INTERESTS.

PSYCHOLOGICAL AND SOCIOLOGICAL OCCUPATIONAL VARIABLES OF LAW AND SOCIAL WORK STUDENTS WERE IDENTIFIED AND MEASURED. THE JOB ANALYSIS AND INTEREST MEASUREMENT (JAIM), A SELF-DESCRIPTION INVENTORY DEVELOPED FROM STUDIES OF MATURE WORKERS, WAS GIVEN TO 495 FIRST OR SECOND YEAR STUDENTS AT FIVE SCHOOLS OF SOCIAL WORK AND 244 FIRST YEAR OR GRADUATE LAW STUDENTS AT GEORGE WASHINGTON UNIVERSITY. THE LAW STUDENTS ALSO TOOK THE LAW STUDENT QUESTIONNAIRE WHICH MEASURED STUDENT VALUES, ORIENTATIONS, PREFERENCES, AND ROLE CONCEPTS. THE JAIM COULD BE USED TO DIFFERENTIATE BETWEEN LAW AND SOCIAL WORK STUDENTS, AMONG SUBSPECIALTIES AND SCHOOLS, AND COULD ALSO MEASURE CHANGE DURING AN ACADEMIC YEAR. IT ALSO CORRELATED SIGNIFICANTLY WITH SCHOOL PERFORMANCE CRITERIA SUCH AS SCHOOL GRADES AND FIELD RATINGS. RESPONSES TO THE LAW STUDENT QUESTIONNAIRE ARE APPENDED. A STUDY OF THE CORRELATIONS BETWEEN JAIM AND LAW SCHOOL ADMISSION TEST SCORES AND BETWEEN JAIM AND 1965-66 ACADEMIC GRADES FOR THE LAW STUDENT SAMPLE IS PLANNED. (SK)

ED 012 938 CG 000 531

MAZER, GILBERT E.

A CRITERION FACTOR ANALYSIS OF THE SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE.

EDRS PRICE MF-00.25 HC-00.64 14P.

DESCRIPTORS *COUNSELOR CHARACTERISTICS, *COUNSELOR PERFORMANCE, *COUNSELORS, *FACTOR ANALYSIS, *PERSONALITY ASSESSMENT, COUNSELING, INDIVIDUAL CHARACTERISTICS, INVENTORY OF COUNSELING PRACTICES, NONDIRECTIVE COUNSELING, REPORTS, SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, SPEARMAN BROWN PROPHECY FORMULA.

THE CORRELATION OF REPORTED VARIATIONS IN COUNSELOR PRACTICES WITH WELL-IDENTIFIED PERSONALITY TRAITS WAS STUDIED. THE SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE (WHICH MEASURES 15 PERSONALITY TRAITS AND INTELLIGENCE) AND THE INVENTORY OF COUNSELING PRACTICES (WHICH EVALUATES 75 COUNSELING PRACTICES) WERE GIVEN TO 120 GRADUATE GUIDANCE STUDENTS AT ARIZONA STATE UNIVERSITY. A CRITERION FACTOR ANALYSIS YIELDED FOUR FACTORS COMMON TO BOTH INSTRUMENTS. THESE FACTORS DEPICT FOUR PROTOTYPE COUNSELORS. THE SELF-SUFFICIENT COUNSELOR, WHO ACTIVELY STRUCTURES INTERVIEWS, IS RESOLUTE AND HAS A RATIONAL, DIRECT APPROACH. THE PROBING COUNSELOR, ANALYTICALLY SEEKING THE MOTIVES OF HIS CLIENTS, IS HIGHLY MORAL, CONSCIENTIOUS, AND PERSISTENT. SUCH A COUNSELOR SEES HIMSELF AS A GUARDIAN OF SOCIAL MORAL VALUES. THE RIGID, TASK-ORIENTED COUNSELOR IS MOTIVATED BY A NEED FOR ACHIEVEMENT. HE IS AMBITIOUS, IMPATIENT, TENSE, AND CONTEMPTUOUS OF THE AVERAGE. HE HAS LITTLE PATIENCE WITH THE CLIENT-CENTERED APPROACH. THE DEPENDENT, IMAGINATIVE, UNCONVENTIONAL COUNSELOR IS IMMATURE IN PRACTICAL MATTERS. HE AVOIDS RESPONSIBILITY AND FORCES IT ONTO HIS CLIENT. INTELLIGENCE APPEARS TO BE INDEPENDENT OF ATTITUDES TOWARD VARIOUS COUNSELING TECHNIQUES. WITH THE LARGER SAMPLE, ADDITIONAL RELATIONSHIPS MAY BE DISCOVERED. (PR)

ED 012 939 CG 000 533

VARENHORST, BARBARA

INFORMATION REGARDING THE USE OF THE LIFE CAREER GAME IN THE PALO ALTO UNIFIED SCHOOL DISTRICT GUIDANCE PROGRAM.

PALO ALTO UNIFIED SCHOOL DISTRICT, CALIF.

EDRS PRICE MF-00.25 HC-00.60 13P.

DESCRIPTORS *DECISION MAKING, *GRADE 11, *GRADE 9, *GUIDANCE PROGRAMS, *SIMULATION, CAREER PLANNING EDUCATIONAL PLANNING, GAMES, GROUP GUIDANCE, INVITATION TO DECISION, LIFE CAREER GAME, REPORTS, RESEARCH PROJECTS.

A PROGRAM TO TEACH DECISION-MAKING SKILLS TO NINTH AND 11TH GRADE STUDENTS USING LOCAL RESEARCH DATA, VISUAL AIDS, AND OTHER MATERIALS WAS UNDERTAKEN. IN GROUP GUIDANCE SESSIONS, THESE PROBLEMS WERE DISCOVERED--(1) SOME DECISIONS ARE NEVER CONSCIOUSLY MADE, (2) THE EMOTIONAL BASES OF DECISIONS ARE NOT CONSIDERED, (3) MANY STUDENTS AVOID MAKING DECISIONS BECAUSE THEY FEAR LASTING CONSEQUENCES, AND (4) PROVISIONS FOR PRACTICE IN DECISION-MAKING ARE NEEDED. TO ALLEVIATE SOME OF THESE PROBLEMS, THE LIFE CAREER GAME DEVELOPED BY BOOCOCK AND COLEMAN, WAS

EMPLOYED. USING TWO GROUPS COMPRISSED OF 10 AND 18 STUDENTS RESPECTIVELY, TEAMS OF TWO STUDENTS WERE FORMED. EACH TEAM PLANNED A FICTITIOUS STUDENT'S LIFE FOR 20 YEARS, INCLUDING EDUCATION, OCCUPATION, FAMILY LIFE AND LEISURE TIME. TEAMS COMPETED FOR THE HIGHEST NUMBER OF POINTS IN THE GAME. THE GAMES WERE SUCCESSFUL BECAUSE THEY PROVIDED MOTIVATION AND INVOLVEMENT, ILLUSTRATED FUTURE FACTUAL REALITIES, AND LED TO DISCUSSION. SINCE THE GAME MEETS SOME NEEDS WHICH WERE LACKING IN GROUP GUIDANCE SESSIONS, IT CAN BE USED IN CONJUNCTION WITH THE SESSIONS. PLANS CALL FOR ITS EXTENDED USE IN THE HIGH SCHOOLS AS WELL AS IMPLEMENTATION IN JUNIOR HIGH SCHOOLS. (PR)

ED 012 940 CG 000 566
SALIM, MITCHELL VOGAN, H. JAYNE
THE COUNSELOR ASSISTANT PROJECT. A ONE-YEAR REPORT.
ROCHESTER UNIV., N.Y., COLL. OF EDUCATION

PUB DATE JUL 67
EDRS PRICE MF-00.75 HC-05.25 130P.

DESCRIPTORS *COUNSELOR TRAINING, *GUIDANCE PERSONNEL, *SECONDARY SCHOOL COUNSELORS, *SUBPROFESSIONALS, COUNSELING PROGRAMS, COUNSELOR ROLE, PILOT PROJECTS, REPORTS,

TO STUDY THE FEASIBILITY OF USING COUNSELOR-ASSISTANTS (CA) IN SECONDARY SCHOOLS, THIS PROJECT, EVOLVING FROM THE DEVELOPMENTAL COUNSELING PROJECT, WAS SPONSORED BY THE BUREAU OF GUIDANCE, NEW YORK STATE EDUCATION DEPARTMENT WITH NATIONAL DEFENSE EDUCATION ACT TITLE V-A FUNDS, IN COOPERATION WITH THE UNIVERSITY OF ROCHESTER AND THREE CONTRIBUTING SCHOOL DISTRICTS. GOALS WERE—(1) TO TRAIN CA'S IN SUB-PROFESSIONAL ROLES TO FREE COUNSELORS FROM LESS PROFESSIONALLY DEMANDING TASKS, (2) TO IDENTIFY AND SELECT PERSONS SUITED FOR TRAINING AND SUCCESSFUL FUNCTIONING, (3) TO IDENTIFY AND IMPLEMENT ACTIVITIES APPROPRIATE TO THE CA'S LEVEL, AND (4) TO SHOW THE RELATIONSHIP OF CAS TO COUNSELORS AND CLERKS. THE SUPERVISING COUNSELOR DEVELOPED SUITABLE ACTIVITIES, HELPED WITH PROBLEMS, AND ENCOURAGED THE CA TO PARTICIPATE IN PROFESSIONAL MEETINGS. CONFERENCES AND INSTRUCTION TOOK PLACE ONE-HALF DAY EACH MONTH AT SCHOOL AND ONE AND ONE-HALF DAYS EACH MONTH AT THE UNIVERSITY OF ROCHESTER WITH PROJECT STAFF AND UNIVERSITY PERSONNEL. ACTIVITIES INCLUDED TESTING, GROUP WORK, PRELIMINARY SCREENING, VOCATIONAL INFORMATION, CLERICAL WORK, USING AUDIOVISUAL MATERIALS, AND KEEPING DAILY LOGS. EVALUATION CONCERNED LOG BOOKS, SUPERVISING COUNSELOR REACTION SHEETS, ADMINISTRATORS' COMMENTS, AND VISITATIONS BY NEW YORK STATE BUREAU OF GUIDANCE REPRESENTATIVES. (PR)

ED 012 941 CG 000 604
HOLLAND, JOHN L. LUTZ, SANDRA W.
PREDICTING A STUDENT'S VOCATIONAL CHOICE.
AMERICAN COLLEGE TESTING PROGRAM,
IOWA CITY, IOWA

REPORT NUMBER ACT-RR-18
PUB DATE MAR 67
EDRS PRICE MF-00.25 HC-00.88 20P.

DESCRIPTORS *CAREER CHOICE, *COLLEGE STUDENTS, *INTEREST TESTS, *PREDICTIVE VALIDITY, *VOCATIONAL COUNSELING, AMERICAN COLLEGE TEST PART V, CAREER PLANNING, VOCATIONAL DEVELOPMENT, VOCATIONAL PREFERENCE INVENTORY,

THE PREDICTIVE VALIDITY OF A STUDENT'S EXPRESSED VOCATIONAL CHOICE WAS COMPARED WITH THE PREDICTIVE VALIDITY OF HIS SCORES ON A VOCATIONAL PREFERENCE INVENTORY. THE DATA FOR THE STUDY WAS FURNISHED BY TWO AMERICAN COLLEGE SURVEYS. STUDENTS FROM TWO NATION-WIDE SAMPLES OF 28 COLLEGES WERE POLLED FOR THEIR VOCATIONAL CHOICES AND WERE GIVEN THE SIXTH REVISION OF THE VOCATIONAL PREFERENCE INVENTORY. EIGHT MONTHS OR A YEAR LATER, THEY WERE POLLED AGAIN FOR THEIR VOCATIONAL CHOICES. VOCATIONAL CHOICES WERE CATEGORIZED ACCORDING TO A SIX CATEGORY CLASSIFICATION SCHEME WHICH CODED 99 VOCATIONS INTO THESE CLASSES—REALISTIC, INTELLECTUAL, SOCIAL, CONVENTIONAL, ENTERPRISING, AND ARTISTIC. RESULTS INDICATE THAT ASKING THE STUDENT ABOUT HIS VOCATIONAL CHOICES OR ASKING HIM ABOUT HIS VOCATIONAL INTENTIONS AND ROLE ARE ALMOST TWICE AS EFFICIENT AS THE VOCATIONAL PREFERENCE INVENTORY IN PREDICTING VOCATIONAL CHOICE. THE STUDY SUGGESTS THAT INTEREST INVENTORIES SHOULD BE USED WITH GREATER DISCRIMINATION. (WR)

ED 012 942 CG 000 615
KRUMBOLTZ, JOHN D.
FUTURE DIRECTIONS FOR COUNSELING RESEARCH.

PUB DATE 12 JAN 67
EDRS PRICE MF-00.25 HC-01.16 27P.

DESCRIPTORS *COUNSELING, *COUNSELING GOALS, *PROBLEM SOLVING, *RESEARCH METHODOLOGY, CAREER PLANNING, CULTURAL DISADVANTAGE, INTERDISCIPLINARY APPROACH, RESEARCH CRITERIA, RESEARCH OPPORTUNITIES, SPEECHES,

COUNSELING RESEARCH SHOULD BE DESIGNED TO DISCOVER IMPROVED WAYS OF HELPING CLIENTS PREVENT OR SOLVE THEIR PROBLEMS. THE IMPLICIT ASSUMPTION THAT COUNSELORS ALREADY KNOW HOW TO COUNSEL SHOULD BE QUESTIONED. THE DEPENDENT VARIABLE SHOULD BE CLIENT, NOT COUNSELOR BEHAVIOR. A NARROW OUTLOOK OF COUNSELOR PURPOSES AND METHODS MAY BE DANGEROUS. COUNSELING RESEARCH SHOULD BE DESIGNED SO THAT DIFFERENT POSSIBLE OUTCOMES LEAD TO DIFFERENT COUNSELING PRACTICES. RESEARCH SHOULD GAIN THE RESPECT OF OTHER DISCIPLINES. THE TEST OF RELEVANCE SHOULD BE APPLIED IN PLANNING COUNSELING RESEARCH. OUTCOME CRITERIA OF COUNSELING RESEARCH SHOULD BE TAILORED TO THE BEHAVIOR CHANGES DESIRED BY THE CLIENTS AND COUNSELORS INVOLVED. THE CRITERION FOR EACH CLIENT SHOULD BE APPROPRIATE. GROSS CRITERION MEASURES, SUCH AS GRADE POINT AVERAGE, HAVE DANGEROUS WEAKNESSES. CRITERION BEHAVIOR EXTERNAL TO THE COUNSELING SITUATION ITSELF IS IRRELEVANT. THERE ARE SEVEN POSSIBLE FRUITFUL AREAS FOR COUNSELING RESEARCH—(1) ESTABLISH-

ING THE COUNSELOR AS AN EFFECTIVE AGENT OF CHANGE THROUGH ALTERNATIVE WAYS, (2) LEARNING THE SKILLS OF BUILDING HUMAN RELATIONSHIPS, (3) HELPING MEMBERS OF SPECIFIC SUBPOPULATIONS THROUGH MORE EFFECTIVE PROCEDURES, (4) EXTRAPOLATING FROM RESEARCH IN OTHER DISCIPLINES, (5) BUILDING A LIBRARY OF EFFECTIVE MODELS, (6) IMPROVING THE CAREER DECISION PROCESS, AND (7) PREVENTING PROBLEMS. (WR)

ED 012 943 24 CG 000 641

LAHADERNE, HENRIETTE M.
ADAPTATION TO SCHOOL SETTINGS—A STUDY OF CHILDREN'S ATTITUDES AND CLASSROOM BEHAVIOR. FINAL REPORT.
CHICAGO UNIV., ILL.

REPORT NUMBER BR-6-5171
PUB DATE 31 MAR 67

EDRS PRICE MF-00.50 HC-03.95 97P.

DESCRIPTORS *EDUCATIONAL ENVIRONMENT, *GRADE 6, *INTERACTION PROCESS ANALYSIS, *LEARNING EXPERIENCE, *STUDENT ATTITUDES, BEHAVIOR PATTERNS, CLASSROOM ENVIRONMENT, ELEMENTARY SCHOOL STUDENTS, ENVIRONMENTAL INFLUENCES, INTELLIGENCE QUOTIENT, KUHLMANN ANDERSON INTELLIGENCE TEST, MICHIGAN STUDENT QUESTIONNAIRE, PARENTAL BACKGROUND, SCHOOL INFO. QUESTIONNAIRE, SCOTT FORESMAN CO. BASIC READING TEST, STANFORD ACHIEVEMENT TEST, STUDENT OPINION POLL, STUDENT TEACHER RELATIONSHIP, CONTRACT OEC-3-4-068171-0670

THE RELATIONSHIP BETWEEN CHILDREN'S ATTITUDES TOWARD SCHOOL AND THEIR BEHAVIOR IN THE CLASSROOM WAS EXPLORED. SUBJECTS WERE 125 STUDENTS IN FOUR SIXTH GRADE CLASSROOMS IN A PREDOMINATELY WHITE WORKING CLASS SUBURB. THE CLASSROOM BEHAVIOR OF THE SUBJECTS WAS OBSERVED OVER A THREE MONTH PERIOD. QUESTIONNAIRES DESIGNED TO MEASURE THE CHILDREN'S ATTITUDE TOWARD (1) THE SCHOOL, (2) THEIR SCHOOL WORK AND TEACHER, (3) THEIR INTELLECTUAL AND ACADEMIC EXPERIENCE, (4) THEIR KNOWLEDGE OF THE SCHOOL ENVIRONMENT, AND (5) THEIR CHOICE OF SOCIALLY DESIRABLE RESPONSES WERE ADMINISTERED. BACKGROUND INFORMATION SUCH AS AGE, PARENTAL BACKGROUND, IQ, AND ACHIEVEMENT TEST SCORES WAS ALSO OBTAINED. AMONG THE RESULTS WERE THE FOLLOWING—(1) PUPIL ATTENTION WAS NOT RELATED TO PUPIL ATTITUDES, (2) THE BRIGHTER THE PUPIL, THE MORE LIKELY HE WAS TO BE ATTENTIVE IN CLASS, (3) GIRLS WERE MORE FAVORABLY DISPOSED TOWARD THEIR SCHOOL, MORE ACADEMICALLY SUCCESSFUL, AND MORE ATTENTIVE, AND (4) BOYS HAD MORE TEACHER-PUPIL INTERACTIONS AND MORE CONTROL MESSAGES. HOWEVER, THE RESULTS WERE NOT VERY STRONGLY SUPPORTED. STUDENTS WHO WERE DISSATISFIED WITH SCHOOL APPEARED TO BE AS INVOLVED AS THOSE WHO WERE SATISFIED. THIS MAY BE A RESULT OF TEACHER DOMINANCE IN THE CLASSROOM. (SK)

ED 012 944 CG 000 658

YUNKER, JOHN A.
PRE-HIGH SCHOOL VOCATIONAL GROUP GUIDANCE FOR POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS.

TRACY ELEMENTARY SCHOOL DISTRICT,
CALIF.

PUB DATE JUL 67

EDRS PRICE MF-\$0.25 HC-\$1.56 37P.

DESCRIPTORS *DROPOUT PREVENTION, *GRADE 8, *GROUP COUNSELING, *OCCUPATIONAL GUIDANCE, *VOCATIONAL EDUCATION, ATTENDANCE, CITIZENSHIP, GRADE POINT AVERAGE, INTEREST SCALES, KUDER PREFERENCE RECORD, LOW MOTIVATION, MOTIVATION TECHNIQUES, NONCOLLEGE PREPARATORY STUDENTS, PEARSONS PRODUCT MOMENT METHOD, POTENTIAL DROPOUTS, VOCATIONAL EDUCATION ACT OF 1963.

THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE EFFECTS OF SMALL GROUP GUIDANCE SESSIONS AND INDUSTRIAL TOURS ON AN EXPERIMENTAL GROUP OF MALE, EIGHTH GRADE STUDENTS DEEMED LACKING IN ACADEMIC INTEREST AND/OR ABILITY WHO WERE CLASSIFIED AS POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS. IT WAS HOPED THAT THE EXPERIENCE WOULD MAKE THEM MORE COGNIZANT OF VOCATIONAL OPPORTUNITIES FOR QUALIFIED PERSONS, HELP THEM TO SELECT BETTER ACADEMIC PROGRAMS, INCREASE THEIR AWARENESS OF PERSONAL STRENGTHS AND WEAKNESSES, AND INCREASE THEIR AWARENESS OF THE RELATIONSHIP BETWEEN SCHOOL AND WORK. DATA FOR RESEARCH WERE GATHERED BY EXAMINING STUDENT GRADE POINT AVERAGES, CITIZENSHIP-GRADE AVERAGES, ATTENDANCE RECORDS, AND KUDER PREFERENCE RECORD (KPR) RESULTS. THE KPR WAS ADMINISTERED BOTH BEFORE AND AFTER THE TOURS TO THE EXPERIMENTAL GROUP AND A CONTROL GROUP. THE EXPERIMENT (1) DID NOT AUGMENT STUDENT AWARENESS OF THE IMPORTANCE OF ACADEMIC PURSUITS, (2) DID NOT MOTIVATE STUDENTS TO PERFORM SIGNIFICANTLY BETTER IN CITIZENSHIP OR IN CLASSROOM BEHAVIOR, (3) DID NOT SIGNIFICANTLY LOWER THE NUMBER OF UNEXCUSED ABSENCES, AND (4) DID NOT UNCOVER SIGNIFICANT INTEREST CHANGES. HOWEVER, STUDENTS DID ACHIEVE HIGHER POST-TEST RESULTS ON THE MECHANICAL AND SCIENTIFIC SCALES OF THE KPR. (PR)

ED 012 945

CG 000 666

ADKINS, WINTHROP R. AND OTHERS
DEVELOPMENT OF A SOCIAL CHANGE METHODOLOGY WITH THE HELP OF A RESEARCH ADVISORY PANEL. INTERIM REPORT.

TRAINING RESOURCES FOR YOUTH INC.,
BROOKLYN, N.Y.

REPORT NUMBER BR-6-8503

PUB DATE 31 MAR 67

EDRS PRICE MF-\$0.50 HC-\$4.00 100P.

DESCRIPTORS *DISADVANTAGED YOUTH, *PROGRAM EVALUATION, *RESEARCH METHODOLOGY, *SOCIAL CHANGE, *VOCATIONAL EDUCATION, ATTITUDES, BEHAVIOR, MALES, PROJECT TRY, RESEARCH PROJECTS, GRANT OEG-1-6-068503-1471

TRAINING RESOURCES FOR YOUTH, INC. (PROJECT TRY) WAS DESIGNED TO PROVIDE A COMPREHENSIVE EDUCATIONAL ENVIRONMENT IN WHICH 600 17-21 YEAR OLD MALES IN THE BEDFORD-STUYVESANT AREA OF BROOKLYN COULD LEARN VOCATIONAL, PERSONAL, AND SOCIAL SKILLS. SOCIAL SCIENCE RESEARCH TECHNIQUES WERE USED TO PRODUCE POSITIVE CHANGES IN ATTITUDES AND BEHAVIORS OF DEPRIVED YOUTHS. A RESEARCH ADVISORY PANEL WAS CHOSEN WHO WOULD WORK WITH

THE PRINCIPAL INVESTIGATORS OF PROJECT TRY TO DECREASE THE METHODOLOGICAL RISKS INHERENT IN HAVING THE SAME INDIVIDUALS INVOLVED IN DESIGN, DEVELOPMENT, AND EVALUATION. THIS REPORT DEALS WITH THE WORK OF THE RESEARCH ADVISORY PANEL. THE PRINCIPAL INVESTIGATORS AND THE RESEARCH ADVISORY PANEL MODIFIED THE PRELIMINARY EVALUATION PLAN. THESE MODIFICATIONS INVOLVED THE POPULATION TO BE STUDIED AND THE TREATMENTS TO BE PROVIDED. THE THREE APPENDICES INCLUDE AN ABSTRACT OF THE PROJECT PROPOSAL, THE PRELIMINARY EVALUATION PLAN, AND A GRANT PROPOSAL FOR THE RESEARCH ADVISORY PANEL. (SK)

ED 012 946

CG 000 668

JACKSON, RONALD E.A.

DEVELOPMENT OF DORMITORY STAFF AS SUB-PROFESSIONAL COUNSELORS.

NORTH DAKOTA UNIV., GRAND FORKS

REPORT NUMBER BR-5-8274

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *COLLEGES, *COUNSELING, *INSERVICE PROGRAMS, *RESIDENT ASSISTANTS, *SUBPROFESSIONALS, COLLEGE STUDENTS, DORMITORIES, EDUCATIONAL NEEDS, EDWARDS PERSONAL PREFERENCE RECORD, EVALUATION, PORTER TEST OF COUNSELOR ATTITUDES, PSYCHOLOGICAL NEEDS, STRONG VOCATIONAL INTEREST BLANK, TRAINING.

STAFF MEMBERS OF RESIDENCE HALLS AT THE UNIVERSITY OF NORTH DAKOTA WERE GIVEN COUNSELING-ORIENTED, IN-SERVICE TRAINING TO MEET THE EDUCATIONAL AND DEVELOPMENTAL NEEDS OF RESIDENT STUDENTS. TRAINING MATERIALS AND TECHNIQUES WERE DEVELOPED TO PROVIDE SUB-PROFESSIONAL COUNSELING SKILLS TO 12 HEAD RESIDENTS AND 12 UNDERGRADUATE ASSISTANTS. THERE WAS AN EQUAL NUMBER OF MALE AND FEMALE PARTICIPANTS. COUNSELING-RELATED KNOWLEDGE AND ATTITUDES OF PARTICIPANTS WERE APPRAISED AFTER TRAINING, AS WERE CHANGES IN JOB PERFORMANCE. ALL PARTICIPANTS TOOK THE STRONG VOCATIONAL INTEREST BLANK AND THE EDWARDS PERSONAL PREFERENCE SCHEDULE. APPROXIMATELY 20 2 HOUR TRAINING SESSIONS WERE HELD. SESSIONS COVERED THE FOLLOWING GENERAL AREAS-SELF-UNDERSTANDING, COUNSELING THEORY AND PROCESS, RECOGNITION AND REFERRAL OF SYMPTOMS AND PROBLEMS, AND DEVELOPMENTAL PSYCHOLOGY OF COLLEGE STUDENTS. FILMS, LECTURES, ROLE PLAYING, AND GROUP DISCUSSIONS WERE USED AND READINGS WERE SUGGESTED. IT WAS CONCLUDED THAT (1) THE TRAINING PROGRAM IN SUB-PROFESSIONAL COUNSELING PROVED PRACTICAL, (2) TRAINEES DISPLAYED AN INCREASE IN UNDERSTANDING RESPONSES AND A DECREASE IN EVALUATIVE AND SUPPORTIVE RESPONSES IN COUNSELING SITUATIONS, AND (3) CHANGES IN JOB PERFORMANCE WERE OBSERVED. (SK)

ED 012 947

CG 000 670

PETTIT, MAURICE L. CRAWFORD,

JACK J.

SOME EFFECTS OF A REFINED GRADING SCALE.

CENTRAL WASHINGTON STATE COLL., ELLENBURG

REPORT NUMBER BR-5-8243

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$2.00 50P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COLLEGE STUDENTS, *GRADE PREDICTION, *GRADING, *RESEARCH, ACHIEVEMENT RATING, CORRELATIONS, GRADES (SCHOLASTIC), QUESTIONNAIRES.

THIS STUDY DETERMINED THE EFFECTS OF A REFINED FRACTIONAL GRADING SCALE UPON STUDENT ACHIEVEMENT AND COMPARED THE REFINED SCALE WITH THE TRADITIONAL SCALE AS THESE COMPARISONS REFLECTED PREDICTIVE VALUE, HONOR ROLL STATUS, FACULTY AND STUDENT RECEPTIVITY TO THE REFINED SCALE, AND THE SELECTION OF PROBATIONARY STUDENTS. THE STUDY SAMPLE WAS 2,200 STUDENTS IN 32 DEPARTMENTS AT CENTRAL WASHINGTON STATE COLLEGE. ORIENTATION SESSIONS PROVIDED INSTRUCTIONS FOR REPORTING GRADES TO 183 INSTRUCTORS. THE FRACTIONAL SCALE CONSISTED OF 45 INTERVALS FROM .0 TO 4.5. BOTH FRACTIONAL AND TRADITIONAL GRADES WERE GIVEN. STUDENT REACTION TO THE SCALE WAS ASSESSED BY AN OPINIONNAIRE. WHEN THE FRACTIONAL SCALE WAS USED, (1) HIGHER CORRELATIONS BETWEEN PREDICTED GRADES AND ACHIEVED GRADES WERE OBTAINED FOR STUDENTS IN 20 DEPARTMENTS WHILE LOWER CORRELATIONS WERE OBTAINED FOR STUDENTS IN FOUR DEPARTMENTS, (2) DIFFERENT STUDENTS WERE SELECTED FOR HONORS AND PROBATION, (3) STUDENTS SELECTED FOR PROBATION TENDED TO HAVE HIGHER HIGH SCHOOL GRADES, AND (4) A MORE DISCREET REPORT OF STUDENT ACHIEVEMENT WAS POSSIBLE. STUDENTS FAVORED THE FRACTIONAL SCALE AND FELT IT REVEALED TRUE PERFORMANCE MORE ACCURATELY. (SK)

ED 012 948

CG 000 716

MCCARTHY, JOHN W.

THE DIRECTIVE LESS-DIRECTIVE DICHOTOMY AS VIEWED FROM THE CONCEPT OF LINGUISTIC RELATIVITY.

NEW HAMPSHIRE UNIV., DURHAM, GRADUATE SCHOOL

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *COUNSELING, *COUNSELING THEORIES, *NONDIRECTIVE COUNSELING, *SOCIOLINGUISTICS, CARL ROGERS THEORY, COUNSELING GOALS, COUNSELORS, DURHAM, ENVIRONMENTAL INFLUENCES, JOURNAL ARTICLES, LINGUISTICS, PERCEPTION, VOCABULARY, WHARF'S LINGUISTIC THEORY.

DIRECTIVE AND LESS-DIRECTIVE COUNSELING ARE EXAMINED ON A THEORETICAL BASIS THROUGH THE CONCEPT OF LINGUISTIC RELATIVITY (LR). THE FOLLOWING ARE ASSUMED-(1) THE GOAL OF COUNSELING IN OUR SOCIETY IS INDIVIDUAL FREEDOM AND EMERGENCE, (2) DIRECTIVE COUNSELING, AN END IN ITSELF, GUIDES THE CLIENT TO PREDETERMINED ADJUSTMENT, AND (3) LESS-DIRECTIVE COUNSELING PRESERVES THE SOVEREIGNTY OF THE CLIENT BECAUSE ANSWERS CAN ONLY BE KNOWN BY THE CLIENT. LR IS CONCERNED WITH THE WAY LANGUAGES, PARTICULARLY VOCABULARIES, ARE INFLUENCED BY THE PHYSICAL AND SOCIAL ENVIRONMENT. SIMILARLY, PERCEPTION IS AFFECTED BY MENTAL SET. IT IS IMPOSSIBLE FOR PEOPLE TO THINK AND PERCEIVE BEYOND THE BOUNDS OF

THEIR LANGUAGE. CONSEQUENTLY, PEOPLE WHO LIVE IN DIFFERENT CULTURES SEE THE WORLD IN DIFFERENT WAYS. BY ANALOGY, INDIVIDUAL VERBALIZATIONS ARE SUBJECT TO A LAW OF INDIVIDUAL, LINGUISTIC RELATIVITY, DIFFERING ONLY IN DEGREE FROM CULTURAL LINGUISTIC RELATIVITY. DOUBT IS THUS CAST ON THE ABILITY OF THE DIRECTIVE COUNSELOR TO CLEARLY UNDERSTAND AND PROVIDE SOLUTIONS FOR INDIVIDUAL PROBLEMS. IN CONTRAST, LR AND LESS-DIRECTIVE COUNSELING ARE IN HARMONY BECAUSE THE COUNSELOR MERELY ACTS AS A CATALYST IN A PROCESS INTENDED TO ALLOW THE CLIENT TO UNDERSTAND HIS RELATIONSHIP TO LIFE. THIS ARTICLE IS PUBLISHED IN "PERSPECTIVES ON COUNSELING," VOLUME 1, NUMBER 1, SPRING 1966, AN OCCASIONAL JOURNAL PUBLISHED BY THE UNIVERSITY OF NEW HAMPSHIRE GRADUATE SCHOOL. (PR)

ED 012 949 CG 000 717

WHITE, ALAN E.
PARENT-CHILD INTERACTION AND VOCATIONAL DEVELOPMENT—A REVIEW OF THEORY AND RESEARCH.
NEW HAMPSHIRE UNIV., DURHAM, GRADUATE SCHOOL
PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *PARENT CHILD RELATIONSHIP, *RESEARCH, DURHAM, FAMILY INFLUENCE, JOURNAL ARTICLES, OCCUPATIONAL CHOICE, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, RESEARCH REVIEWS (PUBLICATIONS), VOCATIONAL DEVELOPMENT, VOCATIONAL INTERESTS.

RESEARCH ON THE EFFECT OF PARENT-CHILD INTERACTION UPON VOCATIONAL DEVELOPMENT IS REVIEWED. SEVERAL STUDIES SUPPORT BORDIN'S PROPOSAL THAT A CHILD'S VOCATIONAL INTERESTS WOULD BE AFFECTED BY IDENTIFICATION WITH HIS PARENTS, BUT AS EACH STUDY DIFFERED IN METHODS AND SAMPLES, NO SIGNIFICANT CONCLUSIONS COULD BE REACHED. STUDIES WHICH TESTED ROE'S HYPOTHESIS THAT CHOICE OF OCCUPATION BY PERSON OR NONPERSON ORIENTATION IS AFFECTED BY FAMILY PATTERNS SHOWED NEGATIVE RESULT. THIS INDICATED THE DIFFICULTY OF CATEGORIZING FAMILY ATTITUDES ON THE BASIS OF RETROSPECTIVE DATA AND ALSO SUGGESTED AN ERROR IN ROE'S OCCUPATIONAL CATEGORIES. A GROUP OF STUDIES WHICH ANALYZED THE FAMILY BACKGROUND OF EMINENT AND SUCCESSFUL MEN IS ALSO DISCUSSED. SOME OF THESE STUDIES SUPPORT ROE'S HYPOTHESIS THROUGH THE CORRELATION OF DIFFERENT FAMILY PATTERNS WITH DIFFERENT OCCUPATIONS, BUT CONCLUSIONS DID NOT APPLY TO THE GENERAL POPULATION. FUTURE RESEARCH IN THIS AREA MUST BE BASED UPON MORE SOPHISTICATED DESCRIPTIONS AND CATEGORIZATIONS OF OCCUPATIONS AND FAMILY RELATIONSHIPS. THIS ARTICLE WAS PUBLISHED IN "PERSPECTIVES ON COUNSELING," VOLUME 1, NUMBER 1, SPRING 1966, AN OCCASIONAL JOURNAL PUBLISHED BY THE UNIVERSITY OF NEW HAMPSHIRE GRADUATE SCHOOL. (NS)

ED 012 950 CG 000 718

STOHRER, JOHN F.
THE DEVELOPMENT OF A CONCEPT OF EMPATHY.

NEW HAMPSHIRE UNIV., DURHAM, GRADUATE SCHOOL
PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS CONCEPT FORMATION, COUNSELING, EMOTIONAL DEVELOPMENT, INTERPERSONAL RELATIONSHIP, JOURNAL ARTICLES, THEATER ARTS.

THIS PAPER DISCUSSES EMPATHY AS THE CONCEPT HAS DEVELOPED PHILOSOPHICALLY, AS IT IS USED IN THE ARTS, AND AS IT DIFFERS FROM SYMPATHY. EMPATHY IS DEFINED AS A TWO-DIRECTIONAL PROCESS INVOLVING THE OBSERVER AND THE OBSERVED. THE ETHICAL CONCEPT IS DEFINED AS AN EMOTIONAL "FEELING INTO," EXTENSION, OR INVESTMENT OF THE SELF ON THE PART OF THE OBSERVER (COUNSELOR). THE AESTHETIC CONCEPT INCLUDES AWARENESS OF A SHARED RELATIONSHIP, A RECIPROCITY OF EMOTIONS BETWEEN COUNSELEE AND COUNSELOR. EMOTIONAL INTERACTION DIFFERENTIATES EMPATHY FROM SYMPATHY. IN EMPATHY, THE COUNSELOR'S EMOTIONAL ASSOCIATION IS IN TERMS OF THE CLIENT'S FRAME OF REFERENCE. IN SYMPATHY, IT IS IN TERMS OF HIS OWN FRAME OF REFERENCE. EVIDENCE OF THE WILLINGNESS OF YOUNGSTERS TO ENTER AN EMPATHIC RELATIONSHIP IS PRESENTED. THE STUDENT COUNSELOR IS ENCOURAGED TO EXPAND HIS AESTHETIC EXPERIENCES AND TO BE MORE AWARE OF EVERYDAY EMPATHIC ASSOCIATIONS AS HE DEVELOPS A CONCEPT OF EMPATHY. THIS DOCUMENT APPEARS IN PERSPECTIVES ON COUNSELING, VOLUME 1, NO. 1, SPRING, 1966 PP. 26-35. (NS)

ED 012 951 CG 000 719

KIEFFER, KENNETH F.
THE MAKING OF A COUNSELOR, STEP ONE—RE-EDUCATION.
NEW HAMPSHIRE UNIV., DURHAM, GRADUATE SCHOOL
PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *BELIEFS, *CATHOLICS, *CHANGING ATTITUDES, *COUNSELING, *RELIGION, CARL ROGERS, JOURNAL ARTICLES, NONDIRECTIVE COUNSELING, PRIESTS, THEORIES.

A CATHOLIC PRIEST DESCRIBES HIS MOVE FROM THE ADVICE GIVING TECHNIQUES INCULCATED IN SEMINARY TRAINING TO SERIOUS CONSIDERATION OF COUNSELING THEORIES. HISTORICALLY, THE CLERGY HAS BEEN SUSPICIOUS OF PERSONALITY AND MENTAL HEALTH THEORIES. A PATERNAL, AUTHORITARIAN APPROACH TO THE PARISHIONER'S PROBLEMS HAS BEEN THE PRACTICE. THE SECOND VATICAN COUNCIL IN 1965 ENCOURAGED AN AWARENESS OF MODERN PSYCHOLOGICAL AND SOCIOLOGICAL RESEARCH WITH STATEMENTS THAT SEEMED TO SUGGEST KNOWLEDGE OF CARL ROGERS AND HIS COUNSELING THEORY. THE EMPHASIS OF ROGERIAN THEORY ON THE SELF AS THE DIRECTING FORCE IN BEHAVIOR, AND UPON THE IDEALS OF DEMOCRACY, ARE IN ACCORD WITH CHRISTIAN PRINCIPLES. HOWEVER, THERE ARE TEACHINGS OF THE CATHOLIC CHURCH INCLUDING ORIGINAL SIN AND GRACE WHICH MUST FIT INTO A THEORETICAL RATIONALE BEFORE A PRIEST CAN ACCEPT ROGERIAN THEORY. THERE IS ALSO THE SUGGESTION OF NATURALISM IN ROGER'S SELF-ACTUALIZATION PRINCIPLE TO BE STUDIED IN LIGHT OF THEOLOGICAL THOUGHT. THROUGH INTELLECTUAL STUDY AND INSIGHT INTO COUNSELING

THEORY, THE PRIEST USED NEW AND MORE EFFECTIVE TECHNIQUES TO HELP PEOPLE. THIS DOCUMENT APPEARS IN PERSPECTIVES ON COUNSELING, VOLUME 1, NO. 1, SPRING, 1966, PP. 36-45. (NS)

ED 012 952 CG 000 773

DUNN, JAMES A.
MICHIGAN'S SCHOOL PSYCHOLOGISTS—A PROFILE ANALYSIS.
MICHIGAN UNIV., ANN ARBOR
PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *ADMINISTRATOR ATTITUDES, *COMPARATIVE ANALYSIS, *INDIVIDUAL CHARACTERISTICS, *SCHOOL PSYCHOLOGISTS, *STUDENT PERSONNEL SERVICES, EDUCATIONAL PSYCHOLOGY, EMPLOYMENT PRACTICES, MICHIGAN STATE DEPT. OF INSTRUCTION, QUESTIONNAIRES, RESEARCH PROJECTS, SCHOOL PSYCHOLOGY SURVEY, STATISTICAL ANALYSIS.

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF MICHIGAN SCHOOL PSYCHOLOGISTS WERE STUDIED TO (1) DISCOVER LEVELS OF COMPETENCY, (2) OBTAIN DEMOGRAPHIC AND BASE LINE DATA, (3) ASSIST IN REEVALUATING THE DIAGNOSTICIAN PROGRAM. THE POPULATION, 209 DEPARTMENT OF PUBLIC INSTRUCTION (DPI) APPROVED DIAGNOSTICIANS AND 107 MEMBERS OF THE MICHIGAN SOCIETY OF SCHOOL PSYCHOLOGISTS (MSSP), WERE SENT QUESTIONNAIRES. TABLES ARE PRESENTED OF (1) CHARACTERISTICS OF MSSP MEMBERS, (2) DPI DIAGNOSTICIANS, (3) A COMPARISON OF MSSP MEMBERS AND DIAGNOSTICIANS, AND (4) A COMPARISON OF DIAGNOSTICIANS AND NON-MSSP DIAGNOSTICIANS. A QUESTIONNAIRE WAS ALSO SENT TO MICHIGAN SCHOOL SUPERINTENDENTS IN SYSTEMS CONTAINING OVER 5,000 PUPILS TO ASSESS THEIR ATTITUDES ABOUT THE EMPLOYMENT OF SCHOOL DIAGNOSTICIANS. ONE OUT OF EVERY TWELVE SYSTEMS ELIGIBLE TO HIRE DIAGNOSTICIANS UNDER THE REIMBURSEMENT PROGRAM WAS NOT INTERESTED IN DOING SO. HOWEVER, MICHIGAN EMPLOYMENT OPPORTUNITIES FOR DIAGNOSTICIANS ARE CONSIDERED SOUND. THIS DOCUMENT APPEARED IN PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS, REPORT 1, IROCCPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE, ANN ARBOR, MICH., PP. 24-64 AND IS AVAILABLE IN THE JOURNAL PSYCHOLOGY IN THE SCHOOLS, VOL. II, NO. 4, OCTOBER 1965, PP. 340-344. (PS)

ED 012 953 CG 000 774

ROEBER, EDWARD C.
REACTIONS OF PUPIL PERSONNEL WORKERS TO SELECTED SITUATIONS.
MICHIGAN UNIV., ANN ARBOR
PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$3.28 80P.

DESCRIPTORS *INTERGROUP RELATIONS, *REACTIVE BEHAVIOR, *RESEARCH OPPORTUNITIES, *STUDENT PERSONNEL WORK, *TEST CONSTRUCTION, COUNSELORS, METHODS, MULTIPLE CHOICE TESTS, PSYCHOLOGISTS, PUPIL PERSONNEL WORKERS SITUA. SURVEY PLAN, SCHOOL NURSES, SCHOOL SOCIAL WORKERS, STUDENT PROBLEMS, SURVEYS.

THE PUPIL PERSONNEL WORKERS SITUATIONAL BLANK (PPWSB) TESTED THE REACTIONS OF 46 COUNSELORS, NINE PSYCHOLOGISTS, 37 SOCIAL WORKERS,

AND 52 NURSES FROM A MIDWESTERN CITY SCHOOL SYSTEM TO SELECTED PUPIL PROBLEM SITUATIONS. FOR 10 SITUATIONS, THOSE TESTED INDICATED THREE CHOICES EACH OF "WHAT SHOULD BE DONE" AND "WHY IT SHOULD BE DONE" FROM 15 STATEMENTS IN EACH CATEGORY. INTERGROUP COMPARISONS WERE MADE OF FREQUENCY OF SELECTION AND OF METHODS AND REASONS SELECTED BY 50 PERCENT OR MORE OF EACH GROUP OF PARTICIPANTS. CHOICES AT ALL LEVELS WERE ORIENTED TOWARD DIAGNOSIS. TEAMWORK RESPONSES WERE NOT CHOSEN BY A MAJORITY IN ANY GROUP. THE FOLLOWING HYPOTHESES MAY BE WORTHY OF STUDY—(1) APPROACHES DO NOT DIFFER SIGNIFICANTLY WHATEVER THE COMBINATION OF PUPIL PERSONNEL WORKERS, (2) EACH GROUP TENDS TO GRAVITATE TOWARDS A PARTICULAR METHOD, (3) EMPHASES IMPLICIT IN PROGRAMS OF PREPARATION GIVE EACH GROUP DISTINCTIVE APPROACHES, (4) SPECIALISTS WORK IN ISOLATION, AND (5) IF STUDENTS FROM ALL SPECIALTIES WERE BROUGHT TOGETHER IN A PERSONNEL PRACTICUM AND IF RELATIONSHIPS WERE ENCOURAGED ON THE JOB, SPECIALISTS WOULD USE EACH OTHER'S EXPERTISE TO BETTER ADVANTAGE. THIS DOCUMENT IS PART II OF PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS, INTERPROFESSIONAL RESEARCH COMMISSION ON PUPIL PERSONNEL SERVICES, RESEARCH REPORT 1. (PS)

ED 012 954 CG 000 777
MAPLE, FRANK F.

THE VISITING TEACHER SERVICE IN MICHIGAN.

MICHIGAN UNIV., ANN ARBOR

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$3.88 95P.

DESCRIPTORS *INDIVIDUAL CHARACTERISTICS, *PROFESSIONAL SERVICES, *QUESTIONNAIRES, *SCHOOL SOCIAL WORKERS, INTERACTION, PROFESSIONAL TRAINING, REFERRAL, STATISTICAL SURVEYS, STUDENT PERSONNEL SERVICES.

A 200 ITEM VISITING TEACHER (VT) QUESTIONNAIRE WAS DEVELOPED TO GAIN GENERAL KNOWLEDGE ABOUT THE STATUS, EMPHASES, AND PRACTICES OF THE MICHIGAN VISITING TEACHER PROGRAM. THE QUESTIONNAIRE DIVISIONS WERE—(1) BACKGROUND INFORMATION AND GENERAL CHARACTERISTICS OF THE VT PROGRAM IN WHICH TEACHERS WERE ENGAGED, (2) THE NATURE OF VT SERVICE IN THREE OF THE VT'S SCHOOLS, (3) THE APPROPRIATENESS OF CERTAIN PUPIL PROBLEMS FOR VT REFERRAL, AND VT PARTICIPATION IN CERTAIN SCHOOL AND COMMUNITY ACTIVITIES, AND (4) SUGGESTIONS FOR IMPROVEMENT OF THE VT PROGRAM. UPON RECEIVING RESPONSES FROM 263 VISITING TEACHERS, A SECOND QUESTIONNAIRE WAS SENT TO 25 PRINCIPALS, 25 TEACHERS AND 24 DIAGNOSTICIANS SELECTED FROM THE SCHOOL SYSTEMS OF RESPONDING VISITING TEACHERS. RESULTS ARE SUMMARIZED, CONVERTED TO PERCENTAGES, AND INTERPRETED ON A NON-STATISTICAL INSPECTION BASIS. THE CONCLUSIONS INDICATE (1) DISAGREEMENT ABOUT ROLE EXPECTATIONS FOR VISITING TEACHERS AMONG PRINCIPALS, TEACHERS, AND DIAGNOSTICIANS, (2) FEW EFFORTS BY VT'S TO INFLUENCE THE SCHOOL'S ORGANIZATIONAL PATTERN, (3) LITTLE PROVISION

OF SPECIFIC CONSULTATIVE SERVICES WHICH MEET THE IDENTIFIED NEEDS OF TEACHERS, AND (4) LITTLE EVIDENCE OF PREVENTATIVE ACTIVITIES BY PRACTITIONERS. A COPY OF THE QUESTIONNAIRE IS APPENDED. PART III OF PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS, INTERPROFESSIONAL RESEARCH COMMISSION ON PUPIL PERSONNEL SERVICES, RESEARCH REPORT 1. (PS)

ED 012 955

GOLDMAN, HARVEY

A STUDY OF THE TEACHER-ADMINISTRATOR RELATIONSHIP AND THE INFLUENCE OF NEED PATTERNS. FINAL REPORT.

MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.

REPORT NUMBER ER-35

PUB DATE JUL 66

EDRS PRICE MF-\$1.00 HC-\$8.04 199P.

DESCRIPTORS *PERSONALITY ASSESSMENT, *PRINCIPALS, *PSYCHOLOGICAL NEEDS, *TEACHER ADMINISTRATOR RELATIONSHIP, *TEACHERS, ADMINISTRATOR ATTITUDES, ATTITUDE TESTS, BIBLIOGRAPHIES, EAST LANSING, EDUCATIONAL RESEARCH, ELEMENTARY SCHOOLS, HYPOTHESIS TESTING, PSYCHOLOGICAL TESTING, QUESTIONNAIRES, SECONDARY SCHOOLS, SOCIOECONOMIC INFLUENCES, STATISTICAL ANALYSIS, TEACHER ATTITUDES, TESTS OF SIGNIFICANCE.

PERSONALITY TRAITS OF TEACHERS AND PRINCIPALS ARE EXAMINED FOR THEIR EFFECTS UPON TEACHER-ADMINISTRATOR RELATIONSHIPS. THE EDWARDS PERSONAL PREFERENCE SCHEDULE, THE NATIONAL PRINCIPALSHIP STUDY, AND THE ADMINISTRATIVE PREFERENCE FORM WERE ADMINISTERED TO TEACHERS AND PRINCIPALS FROM AN URBAN SCHOOL DISTRICT IN MICHIGAN. RESULTS INDICATE THAT THE NEED PATTERNS OF TEACHERS AND PRINCIPALS ARE QUITE SIMILAR. FURTHERMORE, THE NEED PATTERNS OF MALE ELEMENTARY TEACHERS, SECONDARY TEACHERS, AND PRINCIPALS ARE SIMILAR TO THOSE OF THEIR FEMALE COUNTERPARTS. THE SAME DATA INDICATED THE INVALIDITY OF THE THEORY OF COMPLEMENTARY NEEDS. (HM)

ED 012 956

CREAGER, JOHN A.

EMPIRICAL TAXONOMIES OF FOUR-YEAR COLLEGES AND UNIVERSITIES.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *CLASSIFICATION, *ENVIRONMENTAL INFLUENCES, *HIGHER EDUCATION, *INPUT OUTPUT, *INSTITUTIONS, CHARTS, COMPUTER ORIENTED PROGRAMS, METHODOLOGY, MODELS, NEW YORK, ORGANIZATION.

A MODEL OF HIERARCHICAL GROUPING IS APPLIED TO 24 INSTITUTIONS OF HIGHER EDUCATION. THE GROUPING IS A FUNCTION OF DIFFERENCES AMONG THE INSTITUTIONS' CHARACTERISTICS. THE THREE HIERARCHICAL GROUPINGS SHOWN ARE BASED ON (1) 10 USOE CATEGORIES OF INSTITUTIONAL CHARACTERISTICS, (2) 14 INPUT AND ORIENTATION VARIABLES, AND (3) 36 COLLEGE ENVIRONMENT VARIABLES. THE FINDINGS SHOW THAT AN INCREASE IN EITHER THE NUMBER OF INSTITUTIONS OR THE NUMBER OF VARIABLES MAY RESULT IN MORE GROUPS BEING DEFINED AT THE

CRITERION LEVEL. FURTHER METHODOLOGICAL ISSUES RAISED INCLUDE THE EXTENDED GROUPING OF 245 INSTITUTIONS. THE SIZE OF THE STUDY POPULATION IS LIMITED ONLY BY COMPUTER CAPACITY AND AVAILABLE DATA. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK, FEBRUARY 16-18, 1967). (HW)

ED 012 957

WAYSON, W. W.

POLITICAL CONCEPTS AND THE DEVELOPMENT OF EDUCATIONAL ADMINISTRATORS.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *DECISION MAKING, *ENVIRONMENT, *MODELS, *POLITICAL POWER, *SCHOOL SYSTEMS, ADMINISTRATIVE PERSONNEL, BEHAVIOR, COURSES, EDUCATIONAL ADMINISTRATION, POLITICAL SCIENCE, RESOURCE ALLOCATIONS, UNIVERSITIES.

A CONCEPTUAL FRAMEWORK IS DESCRIBED FOR DEVELOPING A UNIVERSITY COURSE WHICH COMBINES POLITICAL SCIENCE AND EDUCATIONAL ADMINISTRATION. IT PROPOSES THAT THE SCHOOL SYSTEM, AS ALL SOCIAL SYSTEMS, HAS MEANS OF MAKING AUTHORITY DECISIONS GOVERNING THE BEHAVIOR OF SYSTEM MEMBERS. DAVID EASTON'S INPUT-OUTPUT MODEL IS CITED AS USEFUL IN STUDYING THE POLITICAL ACTIVITY OF VARIOUS SUBSYSTEMS IN THE GREATER SOCIAL SYSTEM. WITHIN THIS MODEL, THE SCHOOL SYSTEM CAN BE VIEWED AS A SYSTEM LOCATED WITHIN A PARTICULAR TWO-DIMENSIONAL ENVIRONMENT—(1) THE INTRASOCIETAL ENVIRONMENT (THE ENVIRONMENT FOR WHICH POLITICAL DECISIONS ARE MADE), AND (2) THE EXTRASOCIETAL ENVIRONMENT (THE GREATER SOCIETY). IN THESE TERMS, THE SCHOOL SYSTEM ENGAGES IN A NUMBER OF EXCHANGES WITH ITS ENVIRONMENT WHICH INCLUDE INPUTS FROM THE ENVIRONMENT AND OUTPUTS FROM THE SYSTEM. WITHIN THIS FRAMEWORK, SYRACUSE UNIVERSITY DEVELOPED A COURSE WHICH PERMITTED FOCUS UPON BEHAVIOR, PROCESSES, STRATEGIES, AND INTERACTION. THIS ALLOWED INVESTIGATION INTO THREE NEW PERSPECTIVES IN THE SCHOOL SYSTEM—(1) THE SYSTEMS VIEW OF POLICY DEVELOPMENT, (2) THE NATURE OF POLITICAL BEHAVIOR, AND (3) THE DYNAMICS OF INSTITUTIONAL ROLES IN THE POLITICAL PROCESS. COURSE OBJECTIVES RECOGNIZE THAT EDUCATORS HAVE A DUTY TO ENGAGE IN POLITICAL ACTIVITY FOR FULFILLING EDUCATIONALLY PRODUCTIVE ENDS AND TO INVOLVE THEMSELVES IN THE DETERMINATION OF EDUCATIONAL POLICY AND THE RESOLUTION OF ISSUES RELATED TO EDUCATION. THIS PAPER WAS DELIVERED TO A CONFERENCE ON DESIGNS FOR INCORPORATING CONCEPTS FROM SOCIAL SCIENCES INTO PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS, SPONSORED BY THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (COLUMBUS, OHIO, MARCH 12-14, 1967). (GB)

ED 012 958

RODRIGUEZ, EDYTHE

REPORT ON EUROPEAN PRIMARY EDUCATION.

EDRS PRICE MF-\$0.75 HC-\$6.88 170P.

DESCRIPTORS *EDUCATIONAL METH-

EA 000 549

EA 000 573

ODS, *ELEMENTARY EDUCATION, *EXPERIMENTAL SCHOOLS, *FOREIGN COUNTRIES, *TEACHER EDUCATION, CURRICULUM, EDUCATIONAL OBJECTIVES, ELEMENTARY SCHOOL STUDENTS, ELEMENTARY SCHOOL TEACHERS, FAMILY SCHOOL RELATIONSHIP, KINDERGARTEN, LANGUAGE INSTRUCTION, MATHEMATICS INSTRUCTION, PRIMARY EDUCATION, READING INSTRUCTION, RELIGIOUS EDUCATION, SCHOOL SCHEDULES, WRITING EXERCISES.

AN EXTENSIVE FIELD TRIP MADE IN 1963 PROVIDED THE MATERIAL FOR AN ACCOUNT OF EDUCATION FROM KINDERGARTEN THROUGH THE ELEMENTARY GRADES IN FRANCE, SWITZERLAND, NORWAY, SPAIN, ITALY, DENMARK, SWEDEN, GERMANY, SCOTLAND, AND ENGLAND. MAJOR FEATURES, INCLUDING HISTORICAL BACKGROUND, OBJECTIVES, ADMINISTRATIVE PROCEDURES, CURRICULA, SCHOOL SCHEDULES, LENGTH OF COMPULSORY EDUCATION, TEACHING METHODS, AND TEACHER TRAINING, ARE GIVEN. A NUMBER OF INNOVATIVE MODEL SCHOOLS AND TEACHER TRAINING CENTERS ARE DESCRIBED, INCLUDING LA MAISON DES PETITS (GENEVA), THE OPEN AIR GIACOMO LEOPARDI SCHOOL (ROME), THE MONTESSORI METHOD CASA DEI BAMBINI (ROME), THE INTERNATIONAL PESTALOZZI CHILDREN'S VILLAGE (SUSSEX, ENGLAND), AND THE FROEBEL EDUCATIONAL INSTITUTE (ROEHAMPTON, ENGLAND). PROVISIONS FOR THE TEACHING OF READING, WRITING, LANGUAGE, AND MATHEMATICS ARE DETAILED, AND SPECIAL PROGRAMS OF RELIGIOUS EDUCATION AND INSTRUCTIONAL TELEVISION ARE OUTLINED. DISTINCTIVE ASPECTS INCLUDE EDUCATING THE CHILD FOR THE REALIZATION OF HIS HIGHEST POTENTIAL WITHIN THE ACCEPTED VALUE SYSTEM OF THE LARGER SOCIETY, A CENTRALIZED EDUCATIONAL SYSTEM UNDER THE DIRECTION OF THE NATIONAL GOVERNMENT'S EDUCATIONAL LEADERS, A HIGHLY TRAINED AND CULTURALLY SOPHISTICATED TEACHING STAFF, EXPERIMENTAL APPROACHES BOTH IN THE ELEMENTARY SCHOOLS AND IN THE TEACHER TRAINING INSTITUTIONS, AND A COMPARATIVELY HIGH DEGREE OF COOPERATION BETWEEN SCHOOL AND FAMILY IN THE TOTAL PROCESS OF SOCIALIZATION. (JK)

ED 012 959 **EA 000 587**
BUMBARGER, CHESTER S. AND OTHERS
A REPORT TO THE BOARD OF DIRECTORS OF THE LITTLE ROCK SCHOOL DISTRICT, LITTLE ROCK, ARKANSAS. AN EVALUATION OF THE PROGRESS TOWARD THE ACHIEVEMENT OF A RACIALLY INTEGRATED EDUCATIONAL SYSTEM AND A PROJECTION OF A PLAN FOR FURTHER ACTION.
OREGON UNIV., EUGENE
PUB DATE MAY 67
EDRS PRICE MF-\$1.00 HC-\$8.56 212P.

DESCRIPTORS *CENTRALIZATION, *COMMUNITY ATTITUDES, *EDUCATIONAL FACILITIES, *FREE CHOICE TRANSFER PROGRAMS, *SCHOOL INTEGRATION, COMPENSATORY EDUCATION, ELEMENTARY SCHOOLS, EQUAL EDUCATION, ESTIMATED COSTS, EUGENE, JUNIOR HIGH SCHOOLS, NEGRO EDUCATION, POWER STRUCTURE, RESIDENTIAL PATTERNS, SCHOOL BUILDINGS, SCHOOL LOCATION, SENIOR HIGH SCHOOLS, TEACHER ATTITUDES, TEACHER BACKGROUND.

A PROFESSIONAL STUDY WAS CONTRACTED BY THE BOARD OF EDUCATION AND SCHOOL ADMINISTRATORS TO ASSESS THE LITTLE ROCK SCHOOL

DISTRICT'S PROGRESS IN MOVING FROM A DUAL TO AN INTEGRATED SCHOOL SYSTEM. AN EVALUATION OF COMMUNITY ATTITUDES AND THE EXTENT OF INFLUENCE GIVEN BY CIVIC LEADERS INDICATED GENERALLY FAVORABLE SUPPORT FOR IMPROVEMENTS ALREADY MADE BUT LITTLE ACTIVE SUPPORT FOR A FULLY INTEGRATED PROGRAM. AS A BASIS FOR RECOMMENDATIONS, THE STUDY TEAM INTERVIEWED 120 REPRESENTATIVE STAFF MEMBERS OF THE SCHOOL SYSTEM, ANALYZED RESIDENTIAL PATTERNS AND POPULATION TRENDS, SURVEYED SCHOOL FACILITIES, AND DETERMINED THE RELATIVE INFLUENCE OF VARIOUS PRESSURE GROUPS UPON THE EDUCATIONAL SYSTEM. OBSTACLES TO ACHIEVING AN IMPROVED EDUCATIONAL PROGRAM INCLUDE HUMAN RESISTANCE TO CHANGE, LACK OF MUTUAL TRUST AMONG PARTICIPANTS, POOR COMMUNICATION, AND LACK OF STAFF INVOLVEMENT IN CURRICULUM DEVELOPMENT, STAFF TRANSFER, AND THE BUDGETING PROCESS. POSITIVE FEATURES INCLUDE LARGELY EQUIVALENT PREPARATION FOR WHITE AND NONWHITE TEACHERS, STAFF CONFIDENCE IN THE ABILITY OF PEERS TO TEACH EFFECTIVELY IN AN INTEGRATED EDUCATIONAL SYSTEM, AND A HIGH DEGREE OF STAFF COMMITMENT TO TEACHING AND THE SCHOOL SYSTEM. AN EDUCATIONAL PARK IS PROPOSED AS THE KEY TO A LONG-RANGE PLAN FOR EDUCATIONAL IMPROVEMENT. THE ENTIRE SCHOOL SYSTEM WOULD BE REGARDED AS A SINGLE PARK, WITH SEPARATE SCHOOLS FOR GRADES 1-5, 6-8, 9-10, AND 11-12. (JK)

ED 012 960 **EA 000 618**
ROGERS, JAMES F.
STAFFING AMERICAN COLLEGES AND UNIVERSITIES, THE DEMAND FOR FACULTY AND OTHER PROFESSIONAL STAFF IN HIGHER EDUCATION, NOVEMBER 1963 THROUGH OCTOBER 1969.

R
REPORT NUMBER OE-53028
PUB DATE 67

EDRS PRICE MF-\$1.00 HC-\$9.36 232P.

DESCRIPTORS *COLLEGE FACULTY, *EDUCATIONAL NEEDS, *HIGHER EDUCATION, *INSTRUCTIONAL STAFF, ADMINISTRATIVE PERSONNEL, DISTRICT OF COLUMBIA, DOCTORAL DEGREES, MASTERS DEGREES, QUESTIONNAIRES, TABLES (DATA).

THE DEMAND FOR FACULTY AND OTHER PROFESSIONAL STAFF IN HIGHER EDUCATION IS PROJECTED FROM NOVEMBER 1963 THROUGH OCTOBER 1969. PROJECTIONS ARE BASED ON QUESTIONNAIRE DATA COLLECTED FROM 1809 HIGHER EDUCATION INSTITUTIONS EMPLOYING A TOTAL OF 349,386 FULL-TIME AND PART-TIME PROFESSIONAL STAFF IN 1963. BY 1969, HIGHER EDUCATION INSTITUTIONS ESTIMATE A NEED FOR AN ADDITIONAL 199,138 FULL-TIME PROFESSIONAL STAFF MEMBERS. DATA ARE PRESENTED IN FIVE GENERAL CATEGORIES—(1) NATIONAL TOTALS, (2) INSTITUTION TYPE, (3) PUBLIC AND PRIVATE INSTITUTIONS, (4) SIZE OF FACULTY AND OTHER PROFESSIONAL STAFF, AND (5) REGIONAL TOTALS. IN 1963, STAFF DISTRIBUTION CONSISTED OF 55,160 IN ADMINISTRATION, 284,698 IN ACADEMIC FIELDS, AND 9078 IN TECHNICAL AND SEMI-PROFESSIONAL FIELDS. IN 1963, 40.3 PERCENT OF THE DEGREES EARNED WERE DOCTORATES, 41.4 PERCENT MASTER'S, AND 18.3 PERCENT BACCALAUREATE.

AUREATE. PUBLIC INSTITUTIONS EMPLOYED 60 PERCENT AND PRIVATE INSTITUTIONS 40 PERCENT OF THE FULL-TIME STAFF. THESE PERCENTAGES ARE EXPECTED TO BE 65.2 AND 34.8 RESPECTIVELY IN 1969. A MAJORITY OF THE INSTITUTIONS EXPECT AN INCREASE IN CLASS SIZE AND IN FACULTY TIME DEVOTED TO RESEARCH. THIS DOCUMENT IS AVAILABLE FOR \$0.65 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (HW)

ED 012 961 **EA 000 671**
COOPER, SHIRLEY AND OTHERS
IMPERATIVES IN EDUCATION.

F
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL NEEDS, *EDUCATIONAL OBJECTIVES, *EDUCATIONAL PROGRAMS, *SCHOOL ROLE, ADMINISTRATOR ROLE, CITIZENSHIP, CURRICULUM DEVELOPMENT, DEMOCRATIC VALUES, DISTRICT OF COLUMBIA, ETHICAL VALUES, INTERCULTURAL PROGRAMS, LEISURE TIME, MENTAL HEALTH, NATURAL RESOURCES, TALENT DEVELOPMENT, TEACHER ROLE, URBANIZATION, VOCATIONAL EDUCATION.

IN THE SPRING OF 1964, THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA) APPOINTED A SPECIAL COMMISSION TO INVESTIGATE AND IDENTIFY MAJOR EDUCATIONAL IMPERATIVES. AFTER TWO YEARS OF STUDY, THE COMMISSION IDENTIFIED NINE IMPERATIVES IN EDUCATION—(1) TO MAKE URBAN LIFE REWARDING AND SATISFYING, (2) TO PREPARE PEOPLE FOR THE WORLD OF WORK, (3) TO DISCOVER AND NURTURE CREATIVE TALENT, (4) TO STRENGTHEN THE MORAL FABRIC OF SOCIETY, (5) TO DEAL CONSTRUCTIVELY WITH PSYCHOLOGICAL TENSIONS, (6) TO KEEP DEMOCRACY WORKING, (7) TO MAKE INTELLIGENT USE OF NATURAL RESOURCES, (8) TO MAKE THE BEST USE OF LEISURE TIME, AND (9) TO WORK WITH OTHER PEOPLES OF THE WORLD FOR HUMAN BETTERMENT. THESE IMPERATIVES ARE AREAS IN WHICH THE EDUCATIONAL PROGRAM MUST BE REVISED TO MEET CHANGING NEEDS. THIS DOCUMENT IS AVAILABLE FOR \$6.00 FROM THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036. (HM)

ED 012 962 **EA 000 676**
BAUMOL, WILLIAM J. AND OTHERS
FURTHER PROGRESS—THE ECONOMIC STATUS OF THE PROFESSION. REPORT ON THE SELF-GRADING COMPENSATION SURVEY, 1966-67.

PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ECONOMIC STATUS, *HIGHER EDUCATION, *RATING SCALES, *SALARIES, CHARTS, COMPARATIVE STATISTICS, FACULTY PROMOTION, TABLES (DATA).

AN ANALYSIS OF FACULTY COMPENSATIONS SHOWS THAT THE OVERALL PERCENTAGE INCREASE DROPPED FROM 7.3 PERCENT IN 1966-66 TO 6.8 PERCENT IN 1966-67. THESE FIGURES, HOWEVER, DO NOT TAKE INTO ACCOUNT INCREASES WHICH RESULT FROM PROMOTION OF INDIVIDUALS, AND THUS THEY UNDERSTATE THE INDIVIDUAL'S INCREASED COMPENSATION. THE PERFORMANCE OF

INSTITUTIONS IN THEIR ATTEMPT TO DOUBLE COMPENSATIONS IN A DECADE, AS RECOMMENDED IN 1967 BY PRESIDENT EISENHOWER'S COMMITTEE ON EDUCATION BEYOND THE HIGH SCHOOL, IS BROUGHT UP TO DATE. AN APPENDIX GIVES CURRENT COMPENSATION AVERAGES FOR COLLEGES AND UNIVERSITIES IN THE UNITED STATES. THIS ARTICLE IS A REPRINT FROM THE "AAUP BULLETIN," SUMMER 1967. (HW)

ED 012 963 EA 000 729
DUBIN, ROBERT BEISSE, FREDRIC
THE ASSISTANT-ACADEMIC SUBALTERN.
PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *COLLECTIVE BARGAINING, *GRADUATE STUDENTS, *TEACHING ASSISTANTS, *UNIONS, *UNIVERSITIES, COLLEGE STUDENTS, ENROLLMENT TRENDS, STRIKES,

THE GRADUATE TEACHING ASSISTANTS' ROLE, RESPONSIBILITIES, AND STATUS ARE DESCRIBED AS THEY ARE PERCEIVED BY THE ASSISTANT, HIS UNDERGRADUATE STUDENTS, AND THE FACULTY WHOM HE ASSISTS. ILLUSTRATIONS ARE DRAWN FROM CASE STUDIES AT THE UNIVERSITY OF CALIFORNIA (BERKELEY) AND THE UNIVERSITY OF MICHIGAN. THE ASSISTANT IS ASSIGNED THE ROLE OF AN INSTRUCTOR BUT DOES NOT RECEIVE REWARDS COMMENSURATE WITH AN INSTRUCTOR'S RESPONSIBILITIES. COMPARATIVE NATIONAL TRENDS FOR INCREASE IN UNIVERSITY ENROLLMENTS, TEACHING STAFF, AND UNDERGRADUATE-TO-STAFF RATIOS, AS WELL AS THE RELATION OF TEACHING ASSISTANTS TO ENROLLMENTS ARE GIVEN FOR BOTH PUBLIC AND PRIVATE UNIVERSITIES FOR THE PERIOD 1963-1966. EFFORTS OF AN ASSISTANT'S UNION AT BERKELEY TO IMPROVE ASSISTANT TEACHING CONDITIONS AND TO GAIN COMMENSURATE REWARDS ARE DESCRIBED. UNDERGRADUATE STUDENT REACTION AGAINST INSTRUCTION BY ASSISTANTS, AN ISSUE IN THE 1964 BERKELEY STUDENT REVOLT, UNDERSCORES THE NEED FOR RE-EVALUATION OF ALL ASPECTS OF HIGHER EDUCATION RELATED TO THE ROLE OF THE GRADUATE TEACHING ASSISTANT. THIS ARTICLE IS A REPRINT FROM "ADMINISTRATIVE SCIENCE QUARTERLY," VOLUME 11, NUMBER 4, MARCH 1967. (JK)

ED 012 964 EA 000 741
THORSON, JOHN R.

EXPECTATIONS FOR THE SCHOOL BOARD ROLE AS RELATED TO LEVEL OF LOCAL FINANCIAL SUPPORT AND ALLOCATION OF EXPENDITURES.

EDRS PRICE MF-00.25 HC-00.28 5P.

DESCRIPTORS *BOARDS OF EDUCATION, *EXPENDITURES, *FINANCIAL SUPPORT, *RESOURCE ALLOCATIONS, *ROLE THEORY, BOARD OF EDUCATION ROLE, HYPOTHESIS TESTING, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL DISTRICTS, STATISTICAL ANALYSIS,

TWO HYPOTHESES WERE TESTED-(1) NO SIGNIFICANT RELATIONSHIP EXISTS BETWEEN THE LEVEL OF EXPECTATIONS FOR THE FINANCIAL ASPECTS OF THE SCHOOL BOARD ROLE AND THE LEVEL OF LOCAL FINANCIAL SUPPORT, AND (2) NO SIGNIFICANT RELATIONSHIP EXISTS BETWEEN THE LEVEL OF EXPECTATIONS FOR SELECTED EXPENDITURES AND THE AMOUNT OF FUNDS ALLOCATED FOR THESE EXPENDITURES. EXPECTATIONS

FOR THE SCHOOL BOARD ROLE WERE MEASURED BY AN INTERVIEW INSTRUMENT IN 12 WISCONSIN SCHOOL DISTRICTS. SUBJECTS OF THE STUDY WERE 150 CITIZENS, 20 TEACHERS, AND ALL SCHOOL AND MUNICIPAL OFFICIALS. THE FIRST HYPOTHESIS WAS SUBJECTED TO 16 SEPARATE TESTS, AND ONLY ONE PROVED SIGNIFICANT. THE SECOND, SUBJECTED TO 36 TESTS, RESULTED IN NINE SIGNIFICANT RELATIONSHIPS (NOT ENOUGH TO REJECT THE HYPOTHESIS). IMPLICATIONS AND CONCLUSIONS DRAWN FROM THE STUDY INCLUDED-(1) HOLDING PREFERENCES FOR PARTICULAR SCHOOL PROGRAMS MAY NOT BE THE SAME AS BEING WILLING TO PAY FOR THEM, (2) THERE MAY BE A DIFFERENCE BETWEEN RESPONDING FAVORABLY TOWARD FINANCIAL SUPPORT FOR SCHOOLS IN AN INTERVIEW AND ACTUAL FINANCIAL COMMITMENT, (3) EXPECTATIONS FOR EXPENDITURES MAY NOT EXIST AS A SINGLE IDENTIFIABLE CONCEPT, AND (4) THE SIGNIFICANT RELATIONSHIPS WHICH WERE FOUND WERE ACTUALLY INSIGNIFICANT ITEMS IN TERMS OF THE TOTAL SCHOOL BUDGET. (HW)

ED 012 965 EA 000 743
WARNER, KENNETH O.

COLLECTIVE BARGAINING IN THE PUBLIC SERVICE-THE ROAD AHEAD.

PUB DATE JUL 67
EDRS PRICE MF-00.25 HC-00.32 6P.

DESCRIPTORS *COLLECTIVE BARGAINING, *LABOR LEGISLATION, *MANAGEMENT, *PUBLIC EMPLOYEES, *UNIONS, BUDGETING, CONFLICT, EUGENE, LEADERSHIP, ORGANIZATIONS (GROUPS), POLITICAL INFLUENCES, STATE LEGISLATION, STRIKES,

COLLECTIVE BARGAINING IS BEING USED INCREASINGLY TO RESOLVE PROBLEMS OF PUBLIC SERVICE EMPLOYMENT. THIS DEVELOPMENT, ESPECIALLY IN THE FIELD OF EDUCATION, IS MARKED AT BOTH STATE AND LOCAL LEVELS BY COMPETITION BETWEEN UNIONS AND ASSOCIATIONS FOR DOMINANCE IN THE BARGAINING PROCESS ON BEHALF OF TEACHERS. THE NATIONAL EDUCATION ASSOCIATION (NEA) IS APPROACHING THE POLICY ATTITUDE OF THE AMERICAN FEDERATION OF TEACHERS (AFT) SUPPORTING STRIKES WHEN ITS AFFILIATES HAVE FAILED TO GAIN A SETTLEMENT AFTER GOOD FAITH BARGAINING. DIFFERENCES BETWEEN PRIVATE AND PUBLIC SECTOR COLLECTIVE BARGAINING SHOULD BE CLARIFIED. SPECIAL ISSUES REQUIRING CONSIDERATION INCLUDE THE ROLE OF MANAGEMENT, THE DEVELOPMENT OF MANAGEMENT EXPERTS WITHIN EMPLOYEE ORGANIZATIONS, THE DETERMINATION OF THE PURPOSES FOR WHICH LEADERS OF EMPLOYEE ORGANIZATIONS WIELD THEIR POWER, AND THE FORMULATION OF ETHICAL POLITICAL PRACTICES FOR ATTAINING COLLECTIVE BARGAINING GOALS. RECOGNIZING THE RAPIDLY DEVELOPING NATURE OF COLLECTIVE BARGAINING FOR THEIR EMPLOYEES, PUBLIC OFFICIALS MUST LEARN THE RELEVANT LANGUAGE AND GAIN FROM THE EXPERIENCE OF THE PRIVATE SECTOR. SUGGESTIONS ARE GIVEN FOR THE FORMULATION OF AN OBJECTIVE ATTITUDE BY PUBLIC MANAGEMENT (INCLUDING EDUCATIONAL ADMINISTRATION) TOWARD ITS ROLE IN THE NEGOTIATION PROCESS, PUBLIC EMPLOYEE STRIKES, AND COMPULSORY ARBITRATION. THIS

ADDRESS WAS PRESENTED AT THE PACIFIC NORTHWEST ASSEMBLY CO-SPONSORED BY THE UNIVERSITY OF OREGON AND THE AMERICAN ASSEMBLY OF COLUMBIA UNIVERSITY (UNIVERSITY OF OREGON, EUGENE, JULY 20-23, 1967) AND APPEARS IN "CHALLENGES TO COLLECTIVE BARGAINING," A REPORT OF THAT ASSEMBLY. (JK)

ED 012 966 EA 000 748
METHODS OF SCHOOL BOARD SELECTION.
NATIONAL SCHOOL BOARDS ASSN., EVANSTON, ILL.

PUB DATE JUL 67
EDRS PRICE MF-00.25 HC-00.24 4P.

DESCRIPTORS *BOARD CANDIDATES, *BOARDS OF EDUCATION, *ELECTIONS, *METHODS, *SELECTION, ADMINISTRATIVE PERSONNEL, CITIZEN PARTICIPATION, EVANSTON, MANAGEMENT, STATE LAWS, VOTING,

SELECTION OF SCHOOL BOARD MEMBERS IS GOVERNED IN ALL STATES BY LAW. SURVEYS SHOW THAT 33 STATES ELECTED ALL BOARD MEMBERS BY POPULAR VOTE. IN NINE STATES, MOST BOARD MEMBERS WERE ELECTED. HOWEVER, IN LARGE CITIES BOARDS WERE MORE OFTEN APPOINTIVE. EIGHTY-FIVE PERCENT OF THE BOARDS IN THE U.S. WERE ELECTED, 70 PERCENT IN NONPARTISAN ELECTIONS. OVER 90 PERCENT OF THE ELECTED BOARDS WERE LOCATED IN THE NORTHEASTERN, NORTH CENTRAL, AND WESTERN STATES. MOST APPOINTIVE BOARDS WERE CONCENTRATED IN THE LARGE CITIES OF GEORGIA, MARYLAND, NORTH CAROLINA, TENNESSEE, AND VIRGINIA. NATIONALLY, ABOUT 14 PERCENT OF THE BOARDS WERE APPOINTED. OF THESE, 27 PERCENT WERE LOCATED IN CITIES OVER 300,000. ADMINISTRATORS DIFFER AS TO THE BEST METHOD OF BOARD SELECTION, AND RESEARCH HAS NOT SUPPORTED ANOTHER METHOD. THE ELECTIVE METHOD INSURES CONTINUED PUBLIC INTEREST AND INVOLVEMENT, GREATER INTIMACY WITH THE PUBLIC, AND HARMONIOUS RELATIONS BETWEEN BOARDS AND PROFESSIONAL STAFF. THE APPOINTIVE METHOD INSURES GREATER SELECTIVITY OF BOARD MEMBERS, MORE HARMONIOUS RELATIONS BETWEEN BOARDS AND GOVERNING BODIES, AND GREATER STABILITY AND CONTINUITY OF MEMBERSHIP. ELECTIVE MEMBERSHIP TENDS TO BECOME PARTISAN, WHEREAS APPOINTIVE MEMBERSHIP TENDS TO BECOME DICTATORIAL. SUCH LIMITATIONS CAN BE OVERCOME BEST BY A CAUCUS COMPOSED OF ALL CONCERNED PERSONS. THIS DOCUMENT APPEARS IN "THE NATIONAL SCHOOL BOARDS ASSOCIATION INFORMATION SERVICE BULLETIN," VOLUME 8, NUMBER 5, JULY 1967, AND IS AVAILABLE FOR \$0.10 FROM NSBA, 1238 CENTRAL STREET, EVANSTON, ILLINOIS 60201. (JN)

ED 012 967 EA 000 754
RAMSEYER, JOHN A.

A CONCEPT OF A DEPARTMENT OF EDUCATIONAL ADMINISTRATION IN A PROFESSIONAL COLLEGE OF EDUCATION.

PUB DATE 21 AUG 67
EDRS PRICE MF-00.25 HC-00.58 15P.

DESCRIPTORS *COLLEGE PROGRAMS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL ADMINISTRATION, *PROFESSIONAL EDUCATION, *HIGHER EDUCATION, ADMINISTRATIVE PERSONNEL, EDUCATIONAL PLANNING, GRADUATE STUDY, TUCSON,

THE ACADEMIC DEPARTMENT IS NOT APPROPRIATE FOR A PROFESSIONAL COLLEGE BECAUSE IT EXISTS TO INCREASE AND DISPENSE KNOWLEDGE, WHEREAS THE PROFESSIONAL COLLEGE EXISTS TO PREPARE STUDENTS TO PERFORM CERTAIN FUNCTIONS. COLLEGES OF EDUCATION SHOULD FUNCTION IN HARMONY WITH ACADEMIC DEPARTMENTS TO PREPARE STUDENTS FOR WORK IN EDUCATIONAL INSTITUTIONS, TO CONTRIBUTE TO EDUCATION AS A BODY OF KNOWLEDGE, TO CONTRIBUTE TO LEARNING AND TEACHING IN INSTITUTIONS, AND TO PROVIDE LEADERSHIP IN EDUCATIONAL PLANNING. THE WHOLE OF EDUCATION AND THE TYPE OF PERSONS PRODUCED BY DEPARTMENTS ARE THE CONCERNS OF THE COLLEGE OF EDUCATION. THE EDUCATIONAL ADMINISTRATION DEPARTMENT SHOULD BE RESPONSIBLE FOR EDUCATIONAL ENGINEERING AND CORRECT EDUCATIONAL FUNCTIONING OF OTHER DEPARTMENTS AND PROFESSIONAL SCHOOLS. THESE FUNCTIONS INCLUDE GRADUATE AND UNDERGRADUATE INSTRUCTION, FORMAL AND INFORMAL ASPECTS OF EDUCATION, INQUIRY INTO EDUCATION BY A CAUCUS COMPOSED OF ALL CONCERNED PERSONS. THIS DOCUMENT APPEARS IN "THE NATIONAL SCHOOL BOARDS ASSOCIATION INFORMATION SERVICE BULLETIN," VOLUME 5, NUMBER 5, JULY 1967, AND IS AVAILABLE FOR \$0.10 FROM NSBA, 1233 CENTRAL STREET, EVANSTON, ILLINOIS 6

ED 012 968 EA 000 758
SHAW, LEE C.

PUBLIC INTEREST IN COLLECTIVE BARGAINING IN THE PUBLIC AND PRIVATE SECTORS.

PUB DATE JUL 67

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *COLLECTIVE BARGAINING, *LABOR UNIONS, *MANAGEMENT, *PUBLIC EMPLOYEES, *STRIKES, COLLECTIVE NEGOTIATION, COURT LITIGATION, LABOR PROBLEMS.

COLLECTIVE BARGAINING AND LABOR UNION STRENGTH HAVE GIVEN RISE TO TWO SERIOUS CHALLENGES FACING PRIVATE ENTERPRISE, INFLATION AND INTERFERENCE WITH MANAGERIAL AUTHORITY. IN RECENT YEARS, THE COST OF LIVING HAS AVERAGED AN INCREASE OF FOUR PERCENT PER YEAR WHILE LABOR COSTS HAVE ACHIEVED AN ANNUAL RATE OF INCREASE OF OVER SIX PERCENT. AT THE SAME TIME, AS LABOR UNION LEADERS HAVE PRESSED FOR A GREATER VOICE ON MATTERS INVOLVING THE FUNCTIONS OF MANAGEMENT, MANAGEMENT'S DOMAIN OF CONTROL HAS STEADILY DIMINISHED. THE "RESERVED RIGHTS DOCTRINE," WHICH MAINTAINS THAT ALL OF MANAGEMENT'S RIGHTS NOT LIMITED BY TERMS OF A LABOR AGREEMENT REMAIN WITH MANAGEMENT, IS INTERPRETED DIFFERENTLY BY LABOR AND MANAGEMENT. THE NATIONAL LABOR RELATIONS BOARD (NLRB) HAS PROMOTED CONTINUOUS BARGAINING, WHICH, IN EFFECT, REPUDIATES THE RESERVED RIGHTS DOCTRINE. THE NLRB'S REQUIREMENT FOR AN OPEN MIND ON THE PART OF MANAGEMENT APPLIES APPROPRIATELY TO ISSUES AFFECTING LABOR RELATIONS BUT NOT TO MAJOR DECISIONS WITHIN THE PROVINCE OF MANAGEMENT. SPECIAL ISSUES INCLUDE THE APPLICATION OF THE NLRB'S IMPASSE DOCTRINE TO BARGAINING OVER ISSUES IN THE REALM OF MANAGEMENT AND POS-

SIBLE FAILURE TO APPLY THE DOCTRINE WHEN A DEADLOCK HAS BEEN REACHED ON LABOR-RELATED MATTERS. FIVE GUIDELINES, INCLUDING THE PROHIBITION OF STRIKES BY PUBLIC EMPLOYEES, ARE LISTED FOR COLLECTIVE BARGAINING IN THE PUBLIC SECTOR. THIS ADDRESS WAS PRESENTED AT THE PACIFIC NORTHWEST ASSEMBLY CO-SPONSORED BY THE UNIVERSITY OF OREGON AND THE AMERICAN ASSEMBLY OF COLUMBIA UNIVERSITY (UNIVERSITY OF OREGON, EUGENE, JULY 20-23, 1967) AND APPEARS IN "CHALLENGES TO COLLECTIVE BARGAINING," A REPORT OF THAT ASSEMBLY. (JK)

ED 012 969 EA 000 760

BAIRD, LEONARD L.

FAMILY INCOME AND THE CHARACTERISTICS OF COLLEGE-BOUND STUDENTS.

AMERICAN COLLEGE TESTING PROGRAM.

IOWA CITY, IOWA

REPORT NUMBER ACT-RR-17

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *COLLEGE STUDENTS, *EDUCATIONAL OBJECTIVES, *FAMILY INCOME, *LOW INCOME GROUPS, *STUDENT CHARACTERISTICS, ACADEMIC PERFORMANCE, CAREER CHOICE, EDUCATIONAL PLANNING, FINANCIAL SUPPORT, HIGH SCHOOL GRADUATES, IOWA CITY, SOCIOECONOMIC BACKGROUND, SOCIOECONOMIC STATUS, STUDENT COLLEGE RELATIONSHIP.

A COMPARATIVE SOCIOECONOMIC ANALYSIS OF 18,378 PROSPECTIVE COLLEGE STUDENTS (10,073 MEN AND 8305 WOMEN) TABULATES PERCENTAGES FOR THE RELATIONSHIP BETWEEN STUDENTS WITH DIFFERENT FAMILY INCOMES AND ACADEMIC ACHIEVEMENT, FARM OR RURAL HOMES, MARITAL OR DATING STATUS, COLLEGE GOALS, REASONS FOR COLLEGE CHOICE, EXPECTATIONS CONCERNING COLLEGE, HIGHEST DEGREE SOUGHT, CHOICE OF MAJOR FIELD, VOCATION, AND VOCATIONAL ROLE. THE SUBJECTS WERE A THREE PERCENT REPRESENTATIVE SAMPLE OF THE POPULATION OF APPROXIMATELY 612,000 STUDENTS TESTED BY ACT ON NATIONAL TEST DATES BETWEEN NOVEMBER 1, 1964, AND OCTOBER 31, 1965. TESTS AND OTHER METHODS USED IN THE EVALUATION ARE DESCRIBED, VARIABLES ARE EXPLAINED, AND FINDINGS ARE BRIEFLY REVIEWED. CONCLUSIONS SUPPORT THE HYPOTHESIS THAT SOCIAL CLASS IS A PRIMARY DETERMINANT OF COLLEGE CHOICE AND VOCATIONAL ORIENTATION. EMPHASIS IS PLACED ON DEVELOPING A STUDENT FINANCIAL AID PROGRAM TO HELP LOW INCOME STUDENTS TO ATTEND COLLEGE, WIDEN THEIR CHOICE OF INSTITUTIONS, AVOID EXCESSIVE WORK LOADS, AND PLAN FOR EDUCATIONAL ATTAINMENT COMMENSURATE WITH THEIR ABILITIES. THIS DOCUMENT APPEARS IN "ACT RESEARCH REPORTS," NUMBER 17, FEBRUARY, 1967, AND IS ALSO AVAILABLE AS ADI DOCUMENT NO. 9878 FOR \$2.00 MF, \$3.75 PHOTOCOPY FROM THE AMERICAN DOCUMENTATION INSTITUTE, ADI AUXILIARY PUBLICATIONS PROJECT, PHOTODUPLICATION SERVICE, LIBRARY OF CONGRESS, WASHINGTON, D.C. 20540. (JK)

ED 012 970 EA 000 773

VINCENT, HOWARD

PROGRAM BUDGETING FOR EDUCATION-STATE AND LOCAL GOVERNMENTS.

NATIONAL CENTER FOR EDUCATIONAL

STATISTICS DHEW

REPORT NUMBER TN-5

PUB DATE 15 SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *EDUCATIONAL FINANCE, *EDUCATIONAL PLANNING, *EDUCATIONAL PROGRAMS, *PROGRAM BUDGETING, *RESOURCE ALLOCATIONS, CITY GOVERNMENT, DISTRICT OF COLUMBIA, ELEMENTARY EDUCATION, EXPENDITURES, FEDERAL GOVERNMENT, FINANCIAL SUPPORT, HIGHER EDUCATION, PRIVATE SCHOOLS, PUBLIC SCHOOLS, SECONDARY EDUCATION, STATE GOVERNMENT, TABLES (DATA).

INFORMATION IS PRESENTED CONCERNING THE AVAILABILITY OF FINANCIAL INFORMATION WHICH PERTAINS TO ALLOCATION OF EDUCATIONAL RESOURCES IN THE PRIVATE AND PUBLIC SECTORS OF THE ECONOMY AND THE EFFECTIVENESS OF THIS ALLOCATION. (HW)

ED 012 971 EA 000 777

STOKER, W. M.

THE PUBLIC SCHOOL SUPERINTENDENCY IN TEXAS.

PUB DATE JUN 67

EDRS PRICE MF-\$0.50 HC-\$3.28 80P.

DESCRIPTORS *ATTITUDES, *OCCUPATIONAL INFORMATION, *SALARIES, *SCHOOL SUPERINTENDENTS, AUSTIN, CANYON, EDUCATIONAL BACKGROUND, PROFESSIONAL ASSOCIATIONS, QUESTIONNAIRES, SCHOOL DISTRICTS, TABLES (DATA).

A QUESTIONNAIRE STUDY OF THE 1030 TEXAS PUBLIC SCHOOL SUPERINTENDENTS WAS CONDUCTED IN THE SPRING OF 1967. THE DATA FROM THE 800 QUESTIONNAIRES UTILIZED ARE SHOWN IN 39 TABLES. THE QUESTIONS WERE DEVISED TO ACQUIRE DATA CONCERNING (1) SIZE OF SCHOOLS, CLASSIFICATION OF DISTRICT, AND TENURE OF THE SUPERINTENDENT, AND (2) ASPECTS OF THE SUPERINTENDENCY RELATING TO EXPERIENCE, ROUTE TO THE SUPERINTENDENCY, SALARIES EARNED AND OPINIONS OF EARNED SALARIES, AND SELECTED PROFESSIONAL ORGANIZATIONS. IT WAS FOUND THAT THE MEDIAN SCHOOL CONTAINED 655 STUDENTS AND THAT MOST DISTRICTS WERE CLASSIFIED AS RURAL. NINETY-NINE PERCENT OF THE SUPERINTENDENTS WERE MALE WITH A MEDIAN AGE OF 47. THE AVERAGE SUPERINTENDENT HAD BEEN A SUPERINTENDENT FOR NINE YEARS, WAS A B UNDERGRADUATE STUDENT IN THE SOCIAL SCIENCES, AND HELD A MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION. HE PROBABLY HELD POSITIONS AS A SECONDARY SCHOOL TEACHER AND PRINCIPAL BEFORE BECOMING A SUPERINTENDENT. HE RECEIVED A MEDIAN ANNUAL SALARY OF \$12,000 AND PROBABLY BELONG TO TSTA OR TASA AND TO NEA. HE LIKED BEST THE FEELING THAT HE WAS OF SERVICE IN EDUCATING CHILDREN. AREAS OF SUGGESTED RESEARCH INCLUDE-(1) SCHOOL DISTRICT ORGANIZATION, (2) ADMINISTRATIVE BEHAVIOR, (3) THE RELATIONSHIP OF BACKGROUND TO ADMINISTRATIVE BEHAVIOR, (4) NONMEMBERSHIP IN PROFESSIONAL ORGANIZATIONS, AND (5) SUPERINTENDENT ATTITUDES. (CC)

ED 012 972 EA 000 784

HOWE, HAROLD, II

THE STRENGTH OF A SPARROW.

PUB DATE 22 SEP 67

EDRS PRICE MF-\$9.25 HC-\$6.64 14P.

DESCRIPTORS *COMMUNITY SUPPORT, *FEDERAL AID, *STATE AID, *TAX ALLOCATION, *URBAN SCHOOLS, BOARDS OF EDUCATION, COMMUNITY INVOLVEMENT, INNOVATION, OPEN ENROLLMENT, PARENT PARTICIPATION, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL DISTRICTS, SCHOOL ROLE, STUDENT TEACHER RATIO, TAX SUPPORT, WORK STUDY PROGRAMS.

UNEQUAL DISTRIBUTION IN SOME STATES OF STATE TAX MONIES FOR SCHOOLS HAS RESULTED IN A MUCH HIGHER PROPORTIONATE FUNDING FOR SUBURBAN SCHOOLS THAN URBAN SCHOOLS. THIS FISCAL INEQUITY IS DUE TO EXCESSIVE RELIANCE UPON THE NUMBER OF DOLLARS OF ASSESSED VALUE BEHIND EACH STUDENT IN THE DISTRICT AND TO FAILURE BY THE STATES TO RECOGNIZE THE DISPROPORTIONATE EXTENT OF A CITY'S OBLIGATIONS TO PROVIDE MUNICIPAL NON-SCHOOL SERVICES. FEDERAL GOVERNMENT EDUCATIONAL SUPPORT ASSISTS IN THE CORRECTION OF THIS IMBALANCE BY PROVIDING (1) ADDITIONAL MONEY FOR SERVICES FOR ALL SCHOOL CHILDREN AND (2) SPECIAL EDUCATIONAL SERVICES FOR THE CULTURALLY DEPRIVED CHILD, OTHERWISE HEADED FOR FAILURE. PITTSBURGH'S SUCCESS IN IMPROVING ITS FINANCIAL SUPPORT AND EDUCATIONAL PROGRAM WAS ACHIEVED BY AN APPOINTED BOARD OF EDUCATION WHICH ENJOYED BROAD PUBLIC SUPPORT OF CITY BUSINESS, MINORITY, AND INTELLECTUAL COMMUNITIES. BOTH A MORE REALISTIC PERCEPTION OF THE ROLE OF THE SCHOOL IN THE COMMUNITY AND A SYSTEMATIC COORDINATION OF ALL POSSIBLE RESOURCES ARE NEEDED. SEVEN NEW APPROACHES TO OLD PROBLEMS ARE MADE, INCLUDING (1) CONSORTIUMS WITH OPEN ENROLLMENT FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS, (2) INDIVIDUAL SCHEDULING FOR ACHIEVING AS WELL AS NONACHIEVING STUDENTS, AND (3) INVOLVEMENT OF PARENTS AS AIDES AND PARTICIPANTS IN THE SCHOOL'S DECISIONMAKING PROCESS. THIS PAPER WAS PRESENTED AT THE URBAN SCHOOLS CONFERENCE (WASHINGTON, D.C., SEPTEMBER 22, 1967). (JK)

ED 012 973 EA 000 794

DAGLE, EVERETT F. AND OTHERS
RESPONSE TIMES IN DECISION-MAKING TASKS.

AIR FORCE CAMBRIDGE RESEARCH LABS, BEDFORD, MASS.

REPORT NUMBER AFRL-66-833

PUB DATE DEC 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DECISION MAKING, *DECISION MAKING SKILLS, *INDIVIDUAL DIFFERENCES, *LABORATORY EXPERIMENTS, *PERFORMANCE TESTS, BEDFORD, EVALUATION, STATISTICAL ANALYSIS, TESTING.

THE HUMAN OPERATOR AFFECTS TOTAL PERFORMANCE OF SEMI-AUTOMATED SYSTEMS, BUT LITTLE IS KNOWN ABOUT HIS SOURCES OF ERROR, PARTICULARLY WITH RESPECT TO RESPONSE TIME. UNDER CONTROLLED LABORATORY CONDITIONS, 37 FRESHMEN AND SOPHOMORE GIRLS ATTENDING JUNIOR COLLEGE WERE ASKED TO GUESS A SERIES OF RANDOM NUMBERS GENERATED BY AN ELECTROMECHANICAL SYSTEM CALLED VERITAC, WHICH MEASURES ELAPSED TIME BETWEEN STIMULUS PRESENTATION AND DECISION. IN A

SERIES OF 10 TESTS OF 100 TRIALS EACH OVER A SIX-MONTH PERIOD (500 MADE WITHOUT AN OBSERVER PRESENT AND 500 MADE WITH AN OBSERVER PRESENT), ALL RESPONSE TIMES WERE RECORDED FOR EACH STUDENT'S SET OF 1000 DECISIONS. INDIVIDUAL MEAN RESPONSE TIMES VARIED WIDELY, SUGGESTING THAT BY USING DATA OBTAINED BY THE VERITAC METHOD, HUMANS COULD BE ASSIGNED LOGICAL FUNCTIONS IN CONTROL SYSTEMS ACCORDING TO THE DECISIONMAKING TIMES CONSIDERED MOST DESIRABLE IN THEIR PERFORMANCE. THE RESULT WOULD BE MAXIMUM OUTPUT FOR ANY GIVEN SYSTEM AND GREATER OVERALL EFFICIENCY. THIS DOCUMENT IS AVAILABLE AS AD 650 908 FOR \$3.00 HC, \$0.65 MF, FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314. (JK)

ED 012 974

EA 000 797

CRAWFORD, MEREDITH P.
DIMENSIONS OF SIMULATION.

Y
REPORT NUMBER PROFESSIONAL
PAPER 5-66

PUB DATE OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DEVELOPMENT, *METHODOLOGY, *RESEARCH, *SIMULATION, *TRAINING TECHNIQUES, ALEXANDRIA, COMPUTERS, JOB ANALYSIS, LEARNING, MILITARY SCIENCE, PERCEPTION, PSYCHOLOGY, SIMULATED ENVIRONMENT.

OPEN AND CLOSED LOOP SIMULATION IS DISCUSSED FROM THE VIEWPOINT OF RESEARCH AND DEVELOPMENT IN TRAINING TECHNIQUES. AREAS DISCUSSED INCLUDE-(1) OPEN-LOOP ENVIRONMENTAL SIMULATION, (2) SIMULATION NOT INVOLVING PEOPLE, (3) ANALYSIS OF OCCUPATIONS, (4) SIMULATION FOR TRAINING, (5) REAL-SIZE SYSTEM SIMULATION, (6) TECHNIQUES OF MINIATURIZATION, AND (7) SIMULATION WITH EMPHASIS ON THE PEOPLE INVOLVED. FIVE DIMENSIONS FOR SIMULATION IN EDUCATION AND TRAINING ARE IDENTIFIED-(1) THE SCOPE, EXTENT, OR SEGMENT OF THE ENVIRONMENT REPRESENTED IN THE SIMULATION, (2) THE DURATION OF THE EXPERIENCE PROVIDED BY SIMULATION, (3) THE DEGREE OF MEDIACY BETWEEN THE PERSON AND THE RAW ENVIRONMENT, IN TERMS OF BOTH PERCEPTUAL AND EFFECTOR INTERACTIONS, (4) THE DEGREE OF CENTRALITY OF INTERPERSONAL RELATIONSHIPS, AND (5) THE DEGREE OF APPARENT COGNITIVE INVOLVEMENT. THIS PRESENTATION WAS DELIVERED TO THE DIVISION OF MILITARY PSYCHOLOGY (DIV. 19), ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (73RD, SEPTEMBER, 1966) AND APPEARS IN "AMERICAN PSYCHOLOGIST," VOLUME 21, NUMBER 8, AUGUST 1966. (HW)

ED 012 975

EA 000 813

LYONS, J. DANIEL

FACTORS INFLUENCING UTILIZATION OF RESEARCH FINDINGS IN INSTITUTIONAL CHANGE.

Y
REPORT NUMBER PROFESSIONAL
PAPER 2-66

PUB DATE APR 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHANGE AGENTS, *INFORMATION UTILIZATION, *RESEARCH

PROBLEMS, *RESEARCH UTILIZATION, *RESEARCHERS, ALEXANDRIA, CONSULTATION PROGRAMS, DECISION MAKING, METHODS RESEARCH, ORGANIZATIONAL CHANGE, RESEARCH AND DEVELOPMENT CENTERS.

CHANGES IN ARMY TRAINING PROGRAMS AND PROCEDURES ARE DESCRIBED TO ILLUSTRATE INSTITUTIONAL CHANGE RESULTING FROM IMPLEMENTATION OF APPLIED RESEARCH. SERVING SINCE 1961 AS A RESEARCH AND DEVELOPMENT AGENCY UNDER CONTRACT TO THE ARMY, THE HUMAN RESOURCES RESEARCH OFFICE OF GEORGE WASHINGTON UNIVERSITY HAS IDENTIFIED INSTITUTIONAL CHANGE THROUGH RESEARCH UTILIZATION AS RESULTING FROM IMPLEMENTATION OF SPECIFIC RESEARCH TASKS OR THROUGH CONSULTANT ACTIVITIES CALLED "TECHNICAL ADVISORY SERVICES." SEVEN STEPS FOR EFFECTIVE UTILIZATION OF RESEARCH INCLUDE (1) STATEMENT OF THE PROBLEM TO FACILITATE RESEARCH, (2) CONSTANT INTERACTION BETWEEN THE CONSUMER AND THE RESEARCHER TO CLARIFY THE PROBLEM, DETERMINE RESEARCH PROCEDURES, AND MAINTAIN CURRENT STATUS OF INFORMATION AFFECTING DIRECTION OF RESEARCH, (3) COMMUNICATION OF RESEARCH RESULTS IN TERMS APPROPRIATE FOR IMPLEMENTATION, AND (4) CONTINUED PARTICIPATION BY RESEARCH PERSONNEL IN THE IMPLEMENTATION PROCESS TO INSURE MOST EFFECTIVE USE OF THE RESEARCH. FACTORS INFLUENCING SUCCESSFUL IMPLEMENTATION OF SPECIFIC RESEARCH RESULTS INCLUDE TIMELINESS, CONCRETENESS, EXTENT OF PERSONAL INTEREST IN THE VALUE OF THE FINDINGS, QUALITY OF COMMUNICATIONS, COST, ENGINEERING CAPABILITY TO TRANSLATE FINDINGS INTO OPERATIONAL TERMS, AND COMPATIBILITY OF FINDINGS WITH LONG ACCEPTED PRACTICES. THIS PAPER WAS PRESENTED AT THE CONVENTION OF SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION (NEW ORLEANS, MARCH 31, 1966), AND IS AVAILABLE AS AD 634 889 FOR \$1.00 HC, \$0.50 MF, FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314. (JK)

ED 012 976

EA 000 814

SMITH, ROBERT G., JR.

AN ANNOTATED BIBLIOGRAPHY ON THE DETERMINATION OF TRAINING OBJECTIVES.

Y
PUB DATE JUN 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *JOB ANALYSIS, *OBJECTIVES, *SYSTEMS ANALYSIS, *TRAINING, ALEXANDRIA, INTELLIGENCE, OCCUPATIONAL INFORMATION, SKILLS.

AN ANNOTATED BIBLIOGRAPHY ON THE DETERMINATION OF TRAINING OBJECTIVES IS PRESENTED. SEVEN CATEGORIES ARE LISTED-(1) GENERAL RATIONALES, (2) SYSTEMS ANALYSIS, (3) JOB ANALYSIS, (4) ALLOCATION OF TRAINING, (5) TASK DESCRIPTION, (6) DETERMINATION OF KNOWLEDGES AND SKILLS, AND (7) DESCRIPTION OF OBJECTIVES. THIS DOCUMENT IS AVAILABLE AS AD 448 363 FOR \$4.60 HC, FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314. (HW)

ED 012 977 **EC 000 114**
PROGRAM DESCRIPTION FOR SPECIAL
EDUCATION. (TITLE SUPPLIED).

M
PUB DATE AUG 66
EDRS PRICE MF-\$0.25 HC-\$1.24 29P.
DESCRIPTORS *HANDICAPPED CHILDREN, *SPECIAL EDUCATION, *STATE AID, *STATE PROGRAMS, ADOLESCENTS, AURALLY HANDICAPPED, BLIND, BOARDING HOMES, CHILDREN, DEAF, HARD OF HEARING, HOMEBOUND CHILDREN, HOSPITALIZED CHILDREN, LANSING, LEARNING DIFFICULTIES, PARTIALLY SIGHTED, PERCEPTUALLY HANDICAPPED, PHYSICALLY HANDICAPPED, PROGRAM PLANNING, REGULAR CLASS PLACEMENT, SPECIAL CLASSES, SPEECH THERAPY.

GUIDELINES COVER THE PLANNING AND OPERATION OF EDUCATIONAL PROGRAMS FOR HANDICAPPED CHILDREN. PROCEDURES ARE STATED FOR DEVELOPING SERVICES FOR THOSE WITH HEARING, VISUAL, OR PHYSICAL HANDICAPS AND THE HOMEBOUND OR HOSPITALIZED. ACCOMMODATING THE CRIPPLED IN REGULAR BUILDINGS, PROVIDING PHYSICAL, OCCUPATIONAL, AND SPEECH THERAPY, AND ARRANGING SPECIALIZED INSTRUCTION FOR CHILDREN WITH PERCEPTUAL PROBLEMS AND RELATED LEARNING DISORDERS ARE DISCUSSED. ROOM AND BOARD PROVISIONS, SUMMER PROGRAMS, AND TEACHER COUNSELOR PROGRAMS FOR THE PHYSICALLY HANDICAPPED ARE PRESENTED. SPECIAL PROGRAM IS AVAILABLE FOR CHILDREN NEEDING SPEECH CORRECTION. INFORMATION IS PROVIDED ON PROCEDURES FOR DETERMINING THE NEED FOR SERVICES, ELIGIBILITY REQUIREMENTS, SUGGESTIONS FOR VARIOUS TYPES OF PROGRAMS, TEACHER REQUIREMENTS, CASE LOADS, EQUIPMENT, COUNSELING SERVICES, AND STATE AID. (GW)

ED 012 978 **EC 000 116**
ANNUAL HIGH SCHOOL CONFERENCE ON
CAREERS IN SPECIAL EDUCATION AND
REHABILITATION (2D, INDIANAPOLIS, SEP-
TEMBER 30, 1966).

INDIANA STATE DEPT. PUBLIC INSTR., IN-
DIANAPOLIS
PUB DATE 30 SEP 66
EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *CAREERS, *SPECIAL EDUCATION, *TEACHER RECRUITMENT, CAREER OPPORTUNITIES, CAREER PLANNING, FACULTY RECRUITMENT, HANDICAPPED CHILDREN, INDIANAPOLIS, SECONDARY SCHOOL STUDENTS.

AN OUTLINE OF THE HALF-DAY CONFERENCE PRECEDES LETTERS OF APPEAL FROM THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE DIRECTOR OF SPECIAL EDUCATION TO PARTICIPATING HIGH SCHOOL STUDENTS TO CONSIDER A PROFESSIONAL CAREER IN SPECIAL EDUCATION. NUMBERS OF PROFESSIONAL PERSONNEL NEEDED IN INDIANA ARE GIVEN. INFORMATION OF PUPIL CHARACTERISTICS AND TEACHER REQUIREMENTS ARE GIVEN FOR THE MENTALLY HANDICAPPED, PHYSICALLY HANDICAPPED, AURALLY HANDICAPPED, VISUALLY HANDICAPPED, SPEECH AND HEARING IMPAIRED, AND EMOTIONALLY DISTURBED. INFORMATION ON SCHOOL PSYCHOLOGY, OCCUPATIONAL THERAPY, AND PHYSICAL THERAPY IS INCLUDED. (JA)

ED 012 979 **EC 000 131**
PETERSON, N.F.

REVIEW OF SPECIAL EDUCATION PROGRAMS.
NORTH DAKOTA STATE DEPT. OF PUB.
INSTR., BISMARCK

PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$2.04 49P.

DESCRIPTORS *ADMINISTRATOR GUIDES, *ADMISSION CRITERIA, *SPECIAL EDUCATION, *STATE LEGISLATION, *TEACHER QUALIFICATIONS, AURALLY HANDICAPPED, BISMARCK, BLIND, CHILDREN, EDUCABLE MENTALLY HANDICAPPED, EMOTIONALLY DISTURBED, HOMEBOUND, HOSPITALIZED CHILDREN, PARTIALLY SIGHTED, PHYSICALLY HANDICAPPED, QUALIFICATIONS, RECORDS (FORMS), SCHOOL PERSONNEL, SOCIALLY MALADJUSTED, SPEECH HANDICAPPED, SPEECH THERAPISTS, SPEECH THERAPY, STATE PROGRAMS NORTH DAKOTA CENTURY CODE, TRAINABLE MENTALLY HANDICAPPED.

SPECIAL EDUCATION PROGRAMS FOR EACH TYPE OF HANDICAPPED CHILD ARE DESCRIBED IN TERMS OF ORGANIZATION, ADMISSION CRITERIA, CLASS SIZE, EQUIPMENT, TEACHER QUALIFICATIONS, AND STATE PARTICIPATION. ADDITIONAL SPECIAL EDUCATION PERSONNEL, THEIR QUALIFICATIONS, AND THEIR RESPONSIBILITIES ARE LISTED. ALSO INCLUDED ARE SECTIONS OF THE NORTH DAKOTA CENTURY CODE, LOCAL AND STATE RESPONSIBILITIES FOR THE PROGRAMS, AND SAMPLE APPLICATION AND REIMBURSEMENT CLAIM FORMS. (CG)

ED 012 980 **EC 000 165**
MURDOCH, THOMAS S.
A CURRICULUM GUIDE FOR THE EDUCABLE RETARDED.

NEVADA STATE DEPT. OF EDUCATION,
CARSON CITY
PUB DATE 64
EDRS PRICE MF-\$0.50 HC-\$2.72 66P.

DESCRIPTORS *CURRICULUM GUIDES, *EDUCABLE MENTALLY HANDICAPPED, CARSON CITY, MENTALLY HANDICAPPED, SPECIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

DESIGNED TO OUTLINE A PROGRAM BASED ON THE NEEDS OF EDUCABLE MENTALLY HANDICAPPED PUPILS, THIS GUIDE PRESENTS A LOGICALLY STRUCTURED SEQUENCE OF GOALS OR ACCOMPLISHMENTS FROM PRE-SCHOOL THROUGH THE SECONDARY LEVEL. STATE STANDARDS FOR IDENTIFICATION, CLASSIFICATION, AND CLASS COMPOSITION ARE PRESENTED ALONG WITH TEACHER QUALIFICATIONS, AND CERTIFICATION REQUIREMENTS. SUGGESTIONS TO THE TEACHER FOR WORKING WITH PARENTS, TESTING AND REPORTING METHODS, AND SUGGESTIONS FOR CLASSROOM EQUIPMENT AND FACILITIES ARE GIVEN. INSTRUCTIONS IN DEVELOPING, PRESENTING, AND EVALUATING AN EXPERIENCE UNIT AS THE BASIC INSTRUCTIONAL METHOD ARE PRESENTED. IN ADDITION, GOALS ARE GIVEN FOR EACH OF FIVE AGE LEVELS IN ARITHMETIC, SOCIAL COMMUNICATIONS, SAFETY, HEALTH, AND VOCATIONAL COMPETENCIES. (JW)

ED 012 981 **EC 000 174**
PROGRAMS FOR EDUCABLE RETARDED PUPILS IN THE SECONDARY SCHOOLS.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON

PUB DATE MAR 66
EDRS PRICE MF-\$0.25 HC-\$0.32 6P.
DESCRIPTORS *EDUCABLE MENTALLY HANDICAPPED, *HIGH SCHOOL CURRICU-

LUM, *VOCATIONAL EDUCATION, *WORK EXPERIENCE PROGRAMS, SECONDARY GRADES, SPECIAL EDUCATION, TRENTON, THE NEW JERSEY PROGRAM FOR EDUCABLE MENTALLY HANDICAPPED STUDENTS IN SECONDARY SCHOOLS RECOMMENDS INTEGRATION OF THESE STUDENTS INTO THE REGULAR DRIVER EDUCATION AND PHYSICAL EDUCATION PROGRAMS. CLASSIFICATION OF MENTALLY HANDICAPPED CHILDREN FOR PLACEMENT PURPOSES IS THE RESPONSIBILITY OF THE LOCAL BOARD OF EDUCATION AND THE PSYCHOLOGICAL EXAMINER. EDUCABLE MENTALLY HANDICAPPED STUDENTS MAY BE TRANSFERRED FROM THE ELEMENTARY SCHOOL TO THE SECONDARY SCHOOL UPON CERTIFICATION BY THE ELEMENTARY SCHOOL THAT THE SPECIAL EDUCATION PROGRAM HAS BEEN COMPLETED. FACILITIES OF BUSINESS AND INDUSTRY ARE A NECESSARY PART OF THE SECONDARY SCHOOL'S VOCATIONAL EDUCATION PROGRAM. CHARACTERISTICS, OBJECTIVES, AND SUGGESTED STUDENT PLACEMENTS IN WORK EXPERIENCE PROGRAMS ARE LISTED. FEDERAL FUNDS ARE AVAILABLE FOR RESEARCH AND DEMONSTRATION PROJECTS DEALING WITH VOCATIONAL REHABILITATION. THIS ARTICLE IS THE EXCHANGE, VOLUME 10, NUMBER 2, MARCH 1966. (JW)

ED 012 982 **EC 000 236**
FEARON, ROSSE E.
BEHAVIORAL DISORDERS. CATALOG OF LIBRARY ACCESSIONS.

FARMINGTON STATE COLL., MAINE
PUB DATE 01 OCT 66
EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *BEHAVIOR PROBLEMS, *BIBLIOGRAPHIES, *EMOTIONALLY DISTURBED, *SOCIALLY MALADJUSTED, *SPECIAL EDUCATION, ADOLESCENTS, ADULTS, CHILDREN, DELINQUENCY, FARMINGTON, MEDICAL TREATMENT.

ITEMS ON BEHAVIORAL DISORDERS IN THE MANTOR LIBRARY AT FARMINGTON STATE COLLEGE INCLUDE 468 REFERENCES TO BOOKS, RESEARCH REPORTS, CONGRESSIONAL HEARINGS, CONVENTION REPORTS, AND BIBLIOGRAPHIES. SUBJECT AREAS INCLUDED ARE BEHAVIORAL PROBLEMS, DELINQUENCY, SOCIAL MALADJUSTMENT, PSYCHIATRIC TREATMENT, AND VOCATIONAL REHABILITATION AND TRAINING. PUBLICATION DATES RANGE FROM 1921 TO 1966. ITEMS ARE ARRANGED BY DEWEY DECIMAL CLASSIFICATION NUMBERS AND VERTICAL FILE NUMBERS. THIS CATALOG IS PART OF A SERIES OF BULLETINS CATALOGING ACCESSIONS AT MANTOR LIBRARY IN THE FIELD OF SPECIAL EDUCATION. THIS DOCUMENT IS THE "SPECIAL EDUCATION BULLETIN" OF FARMINGTON STATE COLLEGE, VOLUME 4, NUMBER 3, OCTOBER 1, 1966. (RS)

ED 012 983 **EC 000 244**
YOLLES, STANLEY F. AND OTHERS
MENTAL HEALTH DIRECTORY, 1966.
PUBLIC HEALTH SERVICE, BETHESDA, MD.
REPORT NUMBER PHS-PUB-1517

PUB DATE 66
EDRS PRICE MF-\$1.00 HC-\$8.92 221P.
DESCRIPTORS *DIRECTORIES, *MENTAL HEALTH PROGRAMS, MENTAL HEALTH, NATIONAL CLEARINGHOUSE FOR MENTAL HEALTH INFORMATION, THE DIRECTORY IS INTENDED AS A REFERENCE GUIDE TO MENTAL HEALTH

PROGRAMS AND SERVICES THROUGHOUT THE UNITED STATES. IT IS ORGANIZED INTO A FEDERAL SECTION AND A STATE AND COMMUNITY SECTION, EACH OF WHICH IS PRECEDED BY AN INTRODUCTORY STATEMENT CONCERNING THE LISTINGS IN THAT SECTION. ADDRESSES AND SHORT DESCRIPTIONS OF THE MAJOR MENTAL HEALTH PROGRAMS ARE GIVEN FOR OVER 2,000 OUTPATIENT PSYCHIATRIC CLINICS AND DAY-NIGHT SERVICES IN EACH OF THE STATES. LISTINGS ARE ALPHABETICAL BY STATE, BY CITIES WITHIN THE STATES, AND BY FACILITIES. PRIVATE MENTAL HOSPITALS, VETERANS ADMINISTRATION HOSPITALS, AND GENERAL HOSPITALS WITH PSYCHIATRIC SERVICES ARE NOT INCLUDED IN THE DIRECTORY. IN ADDITION, THERE IS A LISTING OF MENTAL HEALTH ASSOCIATIONS AND OF OTHER SOURCES OF MENTAL HEALTH INFORMATION. THIS DOCUMENT WAS PUBLISHED BY THE U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. \$0.60. (RS)

ED 012 984 EC 000 272

FALLS, CHARLES W. AND OTHERS
SPECIAL EDUCATION PROGRAMS FOR NEBRASKA'S HANDICAPPED CHILDREN, 1965-1966. 17TH ANNUAL REPORT.

NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$2.16 52P.

DESCRIPTORS *ANNUAL REPORTS, *EDUCATIONAL FINANCE, *HANDICAPPED CHILDREN, *STATE AID, EXPENDITURES, LINCOLN, PROGRAM DESCRIPTIONS, SPECIAL EDUCATION, STATE PROGRAMS, STUDENT COSTS, STUDENT ENROLLMENT.

SPECIAL EDUCATION AIMS TO MEET THE INDIVIDUAL NEEDS OF EACH CHILD THROUGH ATTENTION TO CAPABILITIES, PARENTAL TRAINING, AND PARTICIPATION AND COORDINATION OF VARIOUS AGENCIES AND SPECIALISTS. DURING THE 1965-1966 SCHOOL YEAR IN NEBRASKA, 8,490 HANDICAPPED CHILDREN RECEIVED SPECIAL SERVICES, AND AN ADDITIONAL 2,433 CHILDREN RECEIVED SPEECH AND HEARING DIAGNOSES AND PSYCHOLOGICAL TESTING SERVICES. THESE SERVICES COST \$129.12 PER PUPIL. TABLES AND GRAPHS INDICATE THE GROWTH OF SPECIAL EDUCATION BY PROVIDING INFORMATION ABOUT PUPILS, SERVICES, SCHOOLS, TEACHERS, EXPENDITURES, AND REIMBURSEMENTS FOR THE PAST TEN YEARS. THESE STATISTICS ARE PRESENTED FOR THE TRAINABLE MENTALLY HANDICAPPED, SPEECH HANDICAPPED, AURALLY HANDICAPPED, HOMEBOUND, PHYSICALLY HANDICAPPED, ORTHOPEDICALLY HANDICAPPED, AND VISUALLY HANDICAPPED. (RS)

ED 012 985 EC 000 293

ROLE OF THE COTTAGE PERSONNEL IN RESIDENTIAL CARE FACILITIES.

NATIONAL ASSN. FOR RETARDED CHILDREN, NEW YORK, N.Y.

PUB DATE MAY 66

EDRS PRICE MF-\$0.50 HC-\$4.16 102P.

DESCRIPTORS *ATTENDANT TRAINING, *ATTENDANTS, *IN-SERVICE PROGRAMS, *MENTALLY HANDICAPPED, *RESIDENTIAL CARE, CHILD CARE, COLORADO, COLUMBUS STATE SCHOOL, CUSTODIAL MENTALLY HANDICAPPED, E R JOHNSTONE CENTER, EDUCABLE MENTALLY HANDICAPPED, FEDERAL AID, MEDICAL SERVICES, NATIONAL INSTITUTE MEN-

TAL HEALTH, RESIDENTIAL CENTERS, SOUTHERN REGIONAL EDUCATION BOARD, SUPERVISORY EDUCATION, TRAINABLE MENTALLY HANDICAPPED.

FOCUSING ON THE COTTAGE ATTENDANT AS AN EDUCATOR AND REHABILITATOR IN RESIDENTIAL CENTERS, THESE NINE PAPERS PRESENTED AT THE 89TH MEETING OF THE AMERICAN ASSOCIATION OF MENTAL DEFICIENCY IN JUNE 1965 DISCUSS TRAINING PROGRAMS FOR ATTENDANTS AND SUPERVISORS OF ATTENDANTS. OBJECTIVES AND TECHNIQUES FROM THE COLUMBUS STATE SCHOOL (OHIO) AND THE PINEHURST STATE SCHOOL (LOUISIANA) ARE CITED AND INTERRELATIONSHIPS BETWEEN WARD PERSONNEL AND PROFESSIONAL STAFF ARE EXAMINED. A SURVEY M DE AT THE RAINIER SCHOOL (WASHINGTON) AND THE FIRCREST SCHOOL (WASHINGTON) REPORT COUNSELOR ATTITUDES TOWARD DUTIES AND RELATIONSHIPS TO PARENTS. AVAILABLE RESOURCES FOR THE STUDY AND ESTABLISHMENT OF IN-SERVICE TRAINING PROGRAMS THROUGH NATIONAL INSTITUTE OF MENTAL HEALTH PROGRAMS, PROCEDURES USED FOR REVIEW OF GRANT APPLICATIONS, AND SUGGESTIONS FOR THOSE APPLYING FOR GRANTS ARE OUTLINED. THE ATTENDANT COUNSELOR TRAINING PROGRAM AT THE COLORADO STATE HOME AND TRAINING SCHOOL (WHEAT RIDGE) IS DISCUSSED IN TERMS OF GROWTH, CONTENT OF PROGRAM, AND AN EVALUATION. A 27-PAGE OUTLINE OF TOPICS AND TEACHING METHODS IS PRESENTED. EVALUATION OF THE PROGRAM WAS CONDUCTED BY MEANS OF A QUESTIONNAIRE. RATINGS OF TOPICS IN THE TRAINING PROGRAM ARE PRESENTED ALONG WITH PLANNED CHANGES. REFERENCE LISTS OR BIBLIOGRAPHIES ACCOMPANY SEVERAL OF THE ARTICLES. (CF)

ED 012 986 EC 000 306

TO MEET THE CHALLENGE OF THE HANDICAPPED CHILD. REPORT OF THE GOVERNOR'S COMMISSION TO STUDY THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN.

MARYLAND GOVERNORS COMMISSION TO STUDY EDUC. NEEDS

PUB DATE NOV 66

EDRS PRICE MF-\$0.50 HC-\$3.00 75P.

DESCRIPTORS *EDUCATIONAL NEEDS, *HANDICAPPED CHILDREN, *PROFESSIONAL TRAINING, *STATE AID, *STATE PROGRAMS, ADMINISTRATIVE ORGANIZATION, ANNAPOLIS, COOPERATIVE PROGRAMS, EDUCATIONAL FINANCE, FEDERAL AID, GOVERNORS COMMISSION TO STUDY THE EDUCATION NEEDS OF HANDICAPPED CHILDREN, INSTITUTIONAL SCHOOLS, SPECIAL EDUCATION, TEACHER EDUCATION.

A SPECIAL COMMISSION APPOINTED IN JUNE, 1966, STUDIED THE EDUCATIONAL NEEDS OF MARYLAND'S HANDICAPPED CHILDREN. PUBLIC HEARINGS WERE HELD, AND PUBLIC AND PRIVATE AGENCIES SUBMITTED FORMAL STATEMENTS. TOP PRIORITY RECOMMENDATIONS WERE MADE ON--(1) EXTENSION OF STATE FINANCING, (2) ADMINISTRATIVE REORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION, (3) SCHOLARSHIPS AND IN-SERVICE TRAINING FOR PROFESSIONAL PERSONNEL, (4) INTER-DEPARTMENTAL COORDINATION, AND (5) ESTABLISHMENT OF A MORE PERMANENT STUDY COMMISSION. IN ADDITION TO THESE RECOMMENDATIONS, THE COMMISSION FORMULATED OBJECTIVES AND

ADMINISTRATIVE PRINCIPLES ON SPECIAL EDUCATION AND REPORTED ITS SUGGESTIONS CONCERNING DEFINITION AND CLASSIFICATION, COORDINATION AND COMMUNICATION, INTERCOUNTY COOPERATION, AND PROGRAMS AT STATE INSTITUTIONS. APPENDIXES INCLUDE THE RESOLUTION ESTABLISHING THE COMMISSION, CHARTED INFORMATION SHOWING ASSISTANCE AVAILABLE THROUGH FEDERAL LEGISLATION, AND INDIVIDUALS AND GROUPS SUPPLYING TESTIMONY. (DF)

ED 012 987 EC 000 307

RAINER, JOHN D. ALTSHULER, KENNETH Z.

COMPREHENSIVE MENTAL HEALTH SERVICES FOR THE DEAF.

NEW YORK STATE PSYCHIATRIC INST., NEW YORK

PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$7.90 193P.

DESCRIPTORS *DEAF, *MENTAL HEALTH CLINICS, *MENTAL ILLNESS, *PSYCHIATRIC SERVICES, ADOLESCENTS, ADULTS, CHILDREN, CLINICAL DIAGNOSIS, GROUP THERAPY, MEDICAL EVALUATION, MEDICAL TREATMENT, MENTAL HEALTH, OCCUPATIONAL THERAPY, PSYCHIATRIC HOSPITALS, PSYCHOLOGICAL SERVICES.

A THREE YEAR PILOT PROJECT DESIGNED TO DEMONSTRATE THE VALUE AND FEASIBILITY OF PROVIDING COMPREHENSIVE MENTAL HEALTH (PSYCHIATRIC) SERVICES FOR THE DEAF ESTABLISHED A CLINICAL UNIT FOR THE DEAF WITH INPATIENT, OUTPATIENT, AND AFTERCARE SERVICES. THE CLINIC SERVED 50 PATIENTS (MINIMUM AGE 16) IN THE WARDS AND 96 PATIENTS (ALL AGES) IN THE OUTPATIENT SERVICE DURING THIS PERIOD. ALL CLINIC PERSONNEL WERE TRAINED IN MANUAL COMMUNICATION AND THIS FACILITATED DIAGNOSES AND TREATMENT OF THE PATIENTS. GROUP THERAPY WAS FOUND TO BE A VERY EFFECTIVE PROCEDURE WITH DEAF PATIENTS. OCCUPATIONAL THERAPY AND VOCATIONAL PLACEMENT SERVICES WERE PROVIDED IN SOME CASES. THIS PROGRAM ENABLED DISCHARGE OF ALMOST 50 PERCENT OF THE WARD PATIENTS AND FACILITATED IMPROVEMENT IN ONE-FOURTH TO ONE-THIRD OF THE OUTPATIENTS. THE SUCCESS OF THIS PROJECT LED TO PERMANENT ESTABLISHMENT OF THE MENTAL HEALTH CLINIC FOR THE DEAF. IMPORTANT AREAS FOR FUTURE RESEARCH ARE THE DEVELOPMENT OF TECHNIQUES FOR PREVENTIVE PSYCHIATRY AND AN EXPLORATION OF THE PROBLEMS OF REHABILITATION FOR THE DEAF, ESPECIALLY THE NEED FOR HALFWAY HOMES. CASE HISTORIES ARE PRESENTED AS ARE PROTOCOLS OF THE GROUP THERAPY SESSIONS. FIGURES, TABLES, CHARTS, RECORD FORMS, AND OPERATING PROCEDURES ARE AVAILABLE IN THE APPENDIX. A 95-ITEM BIBLIOGRAPHY IS INCLUDED. (RS)

ED 012 988 EC 000 395

PRACTICES OF SALARY DIFFERENTIAL PAYMENT TO SPECIAL CLASS TEACHERS OF THE MENTALLY RETARDED IN IOWA PUBLIC SCHOOLS.

J

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *SPECIAL EDUCATION TEACHERS, *TEACHER RECRUITMENT,

*TEACHER SALARIES, DES MOINES, EDUCABLE MENTALLY HANDICAPPED, EDUCATIONAL FINANCE, SALARY DIFFERENTIAL, SURVEYS, TRAINABLE MENTALLY HANDICAPPED.

DURING 1963-1964, 418 SPECIAL CLASSES FOR EDUCABLE MENTALLY RETARDED (EMR) AND 70 CLASSES FOR TRAINABLE MENTALLY RETARDED (TMR) CHILDREN WERE SPONSORED BY 141 SCHOOL DISTRICTS AND 57 COUNTY BOARDS OF EDUCATION IN IOWA. COUNTY BOARDS AND SCHOOL DISTRICTS SPONSORING THESE PROGRAMS RESPONDED TO A STATE QUESTIONNAIRE ON SALARY DIFFERENTIALS PAID TO TEACHERS. RESULTS SHOWED THAT 58 PERCENT OF THE DISTRICTS SPONSORING EMR CLASSES PAID SALARY DIFFERENTIALS WHILE 19 PERCENT PAID A DIFFERENTIAL TO TEACHERS OF TMR CLASSES. MEAN SALARY DIFFERENTIAL IN DISTRICT SPONSORED CLASSES WAS \$312 FOR EMR TEACHERS AND \$271 FOR TMR TEACHERS. FOR COUNTY BOARD SPONSORED CLASSES, 42 PERCENT REPORTED A SALARY DIFFERENTIAL (MEAN \$229) FOR EMR TEACHERS, AND 26 PERCENT REPORTED A DIFFERENTIAL (MEAN \$333) FOR TMR TEACHERS. BOTH SCHOOL DISTRICTS AND COUNTY BOARDS GAVE RECRUITMENT AS THE MAJOR REASON FOR SALARY DIFFERENTIAL. BAR GRAPHS PRESENT DATA ACCORDING TO SIZE OF SCHOOL DISTRICT. (DF)

ED 012 989 EC 000 433

WESTLAKE, HAROLD RUTHERFORD, DAVID

CLEFT PALATE. FOUNDATIONS OF SPEECH PATHOLOGY SERIES.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CLEFT LIP, *CLEFT PALATE, *MEDICAL TREATMENT, *SPEECH EVALUATION, *SPEECH HANDICAPS, HEARING LOSS, PERSONAL ADJUSTMENT, SPEECH THERAPY.

DESIGNED TO PROVIDE AN ESSENTIAL CORE OF INFORMATION, THIS BOOK TREATS NORMAL AND ABNORMAL DEVELOPMENT, STRUCTURE, AND FUNCTION OF THE LIPS AND PALATE AND THEIR RELATIONSHIPS TO CLEFT LIP AND CLEFT PALATE SPEECH. PROBLEMS OF PERSONAL AND SOCIAL ADJUSTMENT, HEARING, AND SPEECH IN CLEFT LIP OR CLEFT PALATE INDIVIDUALS ARE DISCUSSED. NASAL RESONANCE AND NASALITY ARE OUTLINED IN TERMS OF THE VOCAL TRACT, ACOUSTIC CUES FOR NASALITY, AND VARIABLES AFFECTING THE SEVERITY OF NASALITY. PRENATAL DEVELOPMENT AND THE FUNCTION OF THE PALATE IS INCLUDED. MEDICAL TREATMENT RANGES FROM REPAIR OF THE CLEFT, THROUGH REPAIR OR REPLACEMENT OF THE TEETH, USE OF A SPEECH APPLIANCE, AND PLASTIC SURGERY FOR FACIAL APPEARANCE. REVIEW OF VOICE QUALITY, ARTICULATION, AND ORAL STRUCTURE IN THE SPEECH AND HEARING EVALUATION IS DESCRIBED. EACH CHAPTER CONTAINS SOURCES OF ADDITIONAL INFORMATION. INCLUDED IS A 244-ITEM BIBLIOGRAPHY. THIS DOCUMENT WAS PUBLISHED BY PRENTICE HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY. \$4.95. (RS)

ED 012 990 EC 000 445

FEARON, ROSS E.

GUIDELINES FOR SPEECH THERAPY IN THE PUBLIC SCHOOL.

L

PUB DATE 01 APR 67

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *SPEECH THERAPISTS, *SPEECH THERAPY, FARMINGTON, PROGRAM PLANNING.

PREPARED FOR PUBLIC SCHOOL PERSONNEL, THIS BOOKLET USES A QUESTION-ANSWER FORMAT TO EXPLAIN PUBLIC SCHOOL SPEECH AND HEARING SERVICES. SPEECH DISORDERS AND SPEECH THERAPY ARE DEFINED. THE NEED FOR THE SERVICES OF THE SPEECH AND HEARING SPECIALIST AND CLASSROOM SPEECH IMPROVEMENT PROGRAMS IN THE PUBLIC SCHOOLS IS DISCUSSED. AN OUTLINE SUGGESTS HOW A PROGRAM MIGHT FUNCTION, INCLUDING INFORMATION ON THE CASE LOAD, PARENTAL ROLE, SCHEDULING, AND PHYSICAL REQUIREMENTS OF THE SPEECH ROOM. THIS DOCUMENT IS THE "SPECIAL EDUCATION BULLETIN" OF FARMINGTON STATE COLLEGE, VOLUME 4, NUMBER 5C, APRIL 1, 1967. (JD)

ED 012 991 EC 000 508

FELLENDORF, GEORGE W.

STATEMENT OF GEORGE W. FELLENDORF BEFORE THE MARYLAND COMMISSION TO STUDY EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN.

ALEXANDER GRAHAM BELL ASSN. FOR THE DEAF INC.

PUB DATE 26 SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *DEAF, *HARD OF HEARING, *STATE AID, *STATE LEGISLATION, *STATE PROGRAMS, ADOLESCENTS, ADULTS, AURALLY HANDICAPPED, CHILDREN, FEDERAL AID, FEDERAL LEGISLATION, MARYLAND COMMISSION TO STUDY EDUCATION NEEDS OF HANDICAPPED CHILDREN, SPECIAL EDUCATION.

THE EXECUTIVE DIRECTOR OF THE ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF URGED THAT THE STATE OF MARYLAND CONTINUE TO INVESTIGATE NEW DEVELOPMENTS IN THE AREA OF EDUCATION OF THE HANDICAPPED. HE RECOMMENDED THAT CONTINUAL REVIEW AND RECOMMENDATIONS OF NEEDS BE MADE BY REGIONAL SUBCOMMITTEES, PROGRAMS BE COORDINATED BY AN ADMINISTRATOR AT THE STATE LEVEL, AND PARENT COUNSELING CENTERS BE ESTABLISHED. THE ULTIMATE GOAL OF PREPARING THE HANDICAPPED TO BE SELF-SUPPORTING, CONTRIBUTING MEMBERS OF SOCIETY MAY BE MET BY MORE AND BETTER OPPORTUNITIES FOR EDUCATION AT THE SECONDARY AND COLLEGE LEVEL. IMPROVED PROGRAMS FOR TRAINING TEACHERS OF THE HANDICAPPED, INCREASED ATTENTION TO THE NEEDS OF THE PRESCHOOL AGE CHILD, DEVELOPMENT OF NEW APPROACHES AND TECHNIQUES, AND ADULT EDUCATION PROGRAMS FOR THE HANDICAPPED. PROBLEMS OF THE LESS SEVERELY HANDICAPPED MUST NOT BE OVERLOOKED. ELEVEN SPECIFIC RECOMMENDATIONS DRAWN FROM THE TESTIMONY ARE LISTED. (JD)

ED 012 992 EC 000 518

NEYHUS, ARTHUR I.

SELF TEACHING IN THE DEVELOPMENT OF SPEECHREADING IN DEAF CHILDREN.

NORTHWESTERN UNIV., EVANSTON, ILL.

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *AUTOINSTRUCTIONAL METHODS, *DEAF, *HARD OF HEARING,

*LIPREADING, *TEACHING METHODS, AURALLY HANDICAPPED, AUTOINSTRUCTIONAL AIDS, CHILDREN, INSTRUCTIONAL FILMS, SPECIAL EDUCATION, GRANT OEG-32-23-0790-5002

THE EFFECTIVENESS OF MOTION PICTURE FILMS AS A TEACHING DEVICE IN THE DEVELOPMENT OF LIPREADING SKILLS AND THE USE OF A CARTRIDGE-LOAD, SELF-WINDING EIGHT MILLIMETER PROJECTOR AS A TEACHING TOOL WERE STUDIED. IT WAS HYPOTHEZIZED THAT DEAF AND HARD OF HEARING CHILDREN WOULD LEARN PRESCRIBED VOCABULARY MORE QUICKLY BY AUTOINSTRUCTIONAL FILM METHODS THAN BY CONVENTIONAL METHODS. EIGHTY-NINE DEAF OR HARD OF HEARING SUBJECTS, AGES FOUR TO TEN, WERE DIVIDED INTO FOUR AGE GROUPS. DEAF SUBJECTS HAD A MINIMUM HEARING LEVEL OF 65 DECIBELS (AMERICAN STANDARDS ASSOCIATION). HARD OF HEARING SUBJECTS HAD A MAXIMUM HEARING LEVEL OF 64 DECIBELS (AMERICAN STANDARDS ASSOCIATION). SUBJECTS WITHIN EACH AGE GROUP WERE DIVIDED INTO THREE EXPERIMENTAL GROUPS. GROUP ONE WAS TAUGHT BY THE FILMS, GROUP TWO WAS TAUGHT BY THE TEACHER AND THEN PERMITTED PRACTICE WITH THE FILMS. GROUP THREE WAS TAUGHT BY THE TEACHER ONLY. RESULTS SHOWED NO SIGNIFICANT DIFFERENCE BETWEEN THE THREE GROUPS, ALTHOUGH GROUP ONE ACHIEVED THEIR MAXIMUM SCORES IN THE LEAST AMOUNT OF TIME. GOOD LIPREADERS LEARNED WELL UNDER ALL THE CONDITIONS, WHILE POOR LIPREADERS SHOWED LITTLE IMPROVEMENT IN ANY GROUP. THE FILM PROCEDURE COULD BE USED AS A TOOL FOR PRACTICE AND DRILL, ENABLING THE TEACHER TO DEVOTE MORE OF HER ATTENTION TO THE SLOWER PUPIL. REFERENCE LIST HAS 30 ITEMS. (JB)

ED 012 993 EC 000 524

RAWLS, RACHEL F.

TRAINING IN VISUAL PERCEPTION FOR YOUNG DEAF CHILDREN TO STIMULATE SCHOOL READINESS.

GOVERNOR MOREHEAD SCHOOL, RALEIGH, N.C.

REPORT NUMBER BR-6-8089

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *DEAF CHILDREN, *LEARNING READINESS, *VISUAL LEARNING, *VISUAL PERCEPTION, AURALLY HANDICAPPED, CHILDREN, DEAF, FROSTIG VISUAL PERCEPTION TEST, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, LEARNING READINESS, NEBRASKA TEST OF LEARNING APTITUDE, RAVEN PROGRESSIVE MATRICES, SPECIAL EDUCATION, TRANSFER OF TRAINING, VISUAL DISCRIMINATION TEST, WECHSLER INTELLIGENCE SCALE FOR CHILDREN, GRANT OEG-2-7-P-068089-0153

TWENTY-TWO CHILDREN ENROLLED IN THE BEGINNING CLASSES FOR THE DEAF AT THE GOVERNOR MOREHEAD SCHOOL PARTICIPATED IN A VISUAL TRAINING PROGRAM. ONE GROUP OF 11 CHILDREN RECEIVED 20 INDIVIDUAL TRAINING SESSIONS DURING 10 WEEKS. AT THE COMPLETION OF THIS TRAINING, THE SECOND GROUP OF 11 CHILDREN RECEIVED THE SAME TRAINING PROGRAM. THE TWO GROUPS SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN MEANS FOR AGE OR PERFORMANCE ON THE NEBRASKA TEST OF LEARNING APTITUDE FOR

YOUNG DEAF CHILDREN AND THE PERFORMANCE SCALE OF THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC). THE PROGRAM COMPRISED 13 SEQUENCES OF ACTIVITIES INCLUDING REPRODUCING (FROM A MODEL OR A PICTURE) PATTERNS OF BLOCKS WITH VARYING COLOR CONTRAST AND IN A HORIZONTAL OR VERTICAL ARRANGEMENT, ASSEMBLING PUZZLES, MATCHING BY SHAPE, COLOR, AND/OR FOR CONFIGURATION, AND DETECTING EMBEDDED FIGURES. THE WISC AND THE NEBRASKA TEST WERE ADMINISTERED TO BOTH GROUPS BEFORE AND AFTER THEIR TRAINING PERIODS. STATISTICALLY SIGNIFICANT GAINS WERE MADE BETWEEN PRE- AND POSTTESTING. SUBTESTS WITH GREATEST GAINS WERE COLORED OBJECTS FROM THE NEBRASKA TEST AND PICTURE COMPLETION AND CODING FROM THE WISC. ALTHOUGH BOTH GROUPS SHOWED GAINS ON THE VISUAL PERCEPTION TESTS, GROUP TWO OBTAINED LOWER SCORES ON BOTH TESTS. MEANS FOR THE ENTIRE GROUP WERE CLOSE TO THE MEANS ACHIEVED BY OLDER CHILDREN WITH ONE YEAR OF SCHOOL EXPERIENCE WHO WERE ALSO TESTED. EXPERIENCED PERSONS WORKING WITH THE CHILDREN FELT THE CHILDREN USED VISUAL CUES MORE MEANINGFULLY AFTER THE TRAINING PROGRAM. INITIAL RESULTS INDICATE INCREASED ALERTNESS TO VISUAL CUES IN OBJECTIVE MEASURES WHICH SHOULD BE REFLECTED IN CLASSROOM ACHIEVEMENT. FURTHER TESTING IS PLANNED TO DETERMINE IF GAINS ARE SUSTAINED. INCLUDED ARE A 42-ITEM BIBLIOGRAPHY AND INSTRUCTIONS FOR ADMINISTERING EACH OF THE 13 TRAINING SEQUENCES. (MY)

ED 012 994 **EC 000 561**
BERTUCCI, DOMINIC BLODGETT, E. DONALD

SPECIAL C AND TRAINABLE PROGRAMS, SCHOOL YEAR 1965-66. SUMMARY REPORT. MILWAUKEE PUBLIC SCHOOLS, WIS. PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *ANNUAL REPORTS, *EDUCABLE MENTALLY HANDICAPPED, *SPECIAL CLASSES, *TRAINABLE MENTALLY HANDICAPPED, ADOLESCENTS, CHILDREN, MILWAUKEE, PROGRAM DESCRIPTIONS, STATISTICAL SURVEYS, STUDENT ENROLLMENT.

ENROLLMENT FIGURES AND THE GROWTH OF SPECIAL EDUCATION CLASSES FOR EDUCABLE (SPECIAL C CLASSES) AND TRAINABLE MENTALLY HANDICAPPED PUPILS IN THE MILWAUKEE PUBLIC SCHOOLS DURING THE SCHOOL YEAR 1965-66 ARE SUMMARIZED. THE EDUCABLE PROGRAM ENROLLED 1,819 STUDENTS IN 126 CLASSES. STUDENTS IN THE 36 TRAINABLE CLASSES NUMBERED 344. NUMBER OF TRAINABLE AND EDUCABLE CLASSES FOR EACH SCHOOL ARE CITED ALONG WITH INFORMATION IDENTIFYING NEW CLASSES AND NEW PROGRAMS. NEW STUDENT PLACEMENTS DURING THE YEAR ARE LISTED BY SCHOOL AND TYPE OF CLASS. STUDENTS DELETED FROM THE ROLLS OF EDUCABLE AND TRAINABLE CLASSES AND THE REASONS FOR DELETION ARE LISTED. A DESCRIPTION OF THE OCCUPATIONAL ADJUSTMENT PROGRAMS INCLUDES ENROLLMENT FIGURES AND A LIST OF TRAINING FACILITIES. (CG)

ED 012 995 **EC 000 569**

GIBBONY, HAZELL.
ENRICHMENT-CLASSROOM CHALLENGE.

R
PUB DATE 66
EDRS PRICE MF-\$0.75 HC-\$5.28 130P.

DESCRIPTORS *ENRICHMENT ACTIVITIES, *GIFTED, *TEACHING GUIDES, COLUMBUS, ELEMENTARY GRADES, SECONDARY GRADES, SPECIAL EDUCATION.

THIS MANUAL CONTAINS SUGGESTIONS FOR ENRICHMENT IN LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE, ARITHMETIC, FOREIGN LANGUAGES, ART, AND MUSIC AT THE ELEMENTARY LEVEL AND IN ENGLISH, SOCIAL STUDIES, SCIENCE, MATHEMATICS, MODERN LANGUAGES AND LATIN, ART, AND MUSIC AT THE SECONDARY LEVEL. ADDITIONAL SECTIONS INCLUDE INFORMATION ON THE USE OF COMMUNITY RESOURCES, SOURCES FOR PEN PALS, INSTRUCTIONAL MEDIA, AND THE LIBRARY. ACTIVITIES ARE DESIGNED FOR INDIVIDUALS, SMALL GROUPS, AND ENTIRE CLASSES. THE MANUAL MAY BE USED BY REGULAR TEACHERS, TEACHERS OF THE GIFTED, AND STUDENTS. MORE THAN 50 BIBLIOGRAPHIC ITEMS ARE LISTED. (RM)

ED 012 996 **EC 000 582**

HILL, PAULL.
SOLVING BEHAVIOR PROBLEMS.

PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BEHAVIOR PROBLEMS, *EMOTIONALLY DISTURBED, *MILIEU THERAPY, *TEACHER ROLE, CHILDREN.

THIS DISCUSSION OF CLASSROOM BEHAVIOR PROBLEMS SUGGESTS GUIDELINES FOR RECOGNIZING PROBLEMS AND WORKING OUT SOLUTIONS. SPECIFIC SUGGESTIONS THAT CAN BE IMPLEMENTED BY THE CLASSROOM TEACHER ARE PRESENTED FOR PROBLEMS GROUPED UNDER OVERT BEHAVIOR PATTERNS, WITHDRAWAL BEHAVIOR PATTERNS, THE SOCIALLY SHUNNED, AND ORGANIC PROBLEMS. PROCEDURE FOR OBTAINING HELP AND A LIST OF SOURCES OF HELP ARE INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE F. A. OWEN PUBLISHING COMPANY, DANVILLE, NEW YORK. 14437. \$1.25. (JW)

ED 012 997 **EC 000 583**

FEARON, ROSSE.
MENTAL RETARDATION. CATALOG OF LIBRARY ACCESSIONS.

L
PUB DATE 01 AUG 66
EDRS PRICE MF-\$0.25 HC-\$2.12 51P.

DESCRIPTORS *BIBLIOGRAPHIES, *MENTAL RETARDATION, *MENTALLY HANDICAPPED, *SPECIAL EDUCATION, ADOLESCENTS, ADULTS, CHILDREN, EDUCABLE MENTALLY HANDICAPPED, FARMINGTON, TRAINABLE MENTALLY HANDICAPPED, VOCATIONAL EDUCATION.

LISTING ABOUT 570 ITEMS, THIS BIBLIOGRAPHY REPRESENTS THE MENTAL RETARDATION COLLECTION AT MANTOR LIBRARY, FARMINGTON STATE COLLEGE. ITEMS ARE LISTED BY DEWEY DECIMAL CLASSIFICATION NUMBER OR VERTICAL FILE NUMBER, INCLUDED ARE CURRICULUM AND TEACHER GUIDES, PROGRAM DESCRIPTIONS, PARENT HANDBOOKS, CONFERENCE PROCEEDINGS, DIRECTORIES, RESEARCH REPORTS, JOURNAL ARTICLES, AND OTHERS RANGING IN PUBLICATION DATE FROM 1907 TO 1966. ALL LEVELS OF MENTAL RETARDATION AND ALL AGE LEVELS ARE INCLUDED. THIS BULLETIN IS THE FIRST IN A

SERIES CATALOGING THE LIBRARY'S HOLDINGS IN SPECIAL EDUCATION. THIS DOCUMENT IS THE "SPECIAL EDUCATION BULLETIN" OF FARMINGTON STATE COLLEGE, VOLUME 4, NUMBER 1, AUGUST 1, 1966. (JA)

ED 012 998 **EC 000 599**

OTT, JOSEPH T.
PROCEEDINGS OF A NATIONAL WORKSHOP ON IMPROVED OPPORTUNITIES FOR THE DEAF (UNIVERSITY OF TENNESSEE, OCTOBER 18-22, 1964).

VOCATIONAL REHABILITATION ADMIN., WASHINGTON, D.C.

PUB DATE JUN 65
EDRS PRICE MF-\$0.50 HC-\$4.36 107P.

DESCRIPTORS *DEAF, *TEACHER RECRUITMENT, *VOCATIONAL EDUCATION, ADULT EDUCATION PROGRAMS, ANCILLARY SERVICES, PROGRAM EVALUATION, RESEARCH NEEDS, SERVICES, VOCATIONAL TRAINING CENTERS, WORKSHOPS.

PARTICIPANTS IN A FOUR DAY WORKSHOP ON VOCATIONAL NEEDS OF THE DEAF INCLUDED EDUCATORS OF THE DEAF, REHABILITATION WORKERS, DEAF PERSONS, PARENTS OF DEAF CHILDREN, AND REPRESENTATIVES OF LABOR AND GOVERNMENT. FOUR TOPICS WERE DISCUSSED-(1) EVALUATION OF EXISTING VOCATIONAL TRAINING PROGRAMS, (2) NEEDED EXPANSION IN VOCATIONAL TRAINING PROGRAMS, (3) STAFF RECRUITING AND PREPARATION, (4) ANCILLARY SERVICES. SOME AREAS OF CONSENSUS WERE-PRESENT VOCATIONAL TRAINING PROGRAMS ARE INADEQUATE. THERE IS A NEED FOR ONE NATIONAL VOCATIONAL-TECHNICAL SCHOOL FOR THE DEAF SUPPLEMENTED BY REGIONAL VOCATIONAL SCHOOLS. THERE SHOULD BE UPGRADING OF PRE-SERVICE AND IN-SERVICE TRAINING OF STAFF. BETTER COMMUNICATION BETWEEN TEACHERS AND DEAF STUDENTS IS NECESSARY. THERE IS A NEED FOR IMPROVED RELATIONSHIPS BETWEEN PROFESSIONAL DISCIPLINES AND LABOR, BUSINESS, AND INDUSTRY. THERE SHOULD BE A CLEARINGHOUSE FOR DISSEMINATION OF INFORMATION ABOUT THE DEAF. MORE RESEARCH IS NEEDED IN ALL AREAS. THE APPENDIX CONTAINS NINE ARTICLES ON VOCATIONAL AND EDUCATIONAL PROBLEMS OF THE DEAF AND THE ROSTER OF PARTICIPANTS. THIS DOCUMENT WAS REPRODUCED BY THE VOCATIONAL REHABILITATION ADMINISTRATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. (HK)

ED 012 999 **EC 000 600**

RUSALEM, HERBERT AND OTHERS
NEW FRONTIERS FOR RESEARCH ON DEAF-BLINDNESS. PROCEEDINGS OF A SEMINAR CONDUCTED BY THE INDUSTRIAL HOME FOR THE BLIND WITH THE SUPPORT OF THE VOCATIONAL REHABILITATION ADMINISTRATION, APRIL 15, 1966.

INDUSTRIAL HOME FOR THE BLIND, BROOKLYN, N.Y.

PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$2.48 60P.

DESCRIPTORS *ADULT EDUCATION, *COMMUNICATION (THOUGHT TRANSFER), *DEAF BLIND, *REHABILITATION, *RESEARCH NEEDS, ADULTS, LANGUAGE, LEARNING, MANUAL COMMUNICATION, PERCEPTION, SOCIAL RELATIONS.

POSITION PAPERS, DISCUSSION, AND RESEARCH PROPOSALS COVER COMMUNICATION, LEARNING, REHABILITATION,

AND RESETTLEMENT. COMMUNICATION PROBLEMS OF THE DEAF BLIND ARE RELATED TO OTHER CONCEPTS OF COMMUNICATION. VERBAL SYMBOLS AND NON-VERBAL SOUNDS IN COMMUNICATIVE PERCEPTION AND THE COGNITIVE AND AFFECTIVE ROLES OF THE LANGUAGE OF SOUND IN RELATION TO ACTIVITIES ARE EXPLORED. IN RELATING THESE CONCEPTS TO PROBLEMS OF DEAFNESS, DISCRIMINATION MUST BE MADE BETWEEN COMMUNICATIVE BEHAVIOR AND COMMUNICATIVE SKILLS. THE DISADVANTAGED ENVIRONMENT OF DEAFNESS OR BLINDNESS INDUCES SIGNIFICANT BEHAVIORAL CONSEQUENCES. THUS, THE GOAL OF DIAGNOSIS AND TREATMENT MUST BE THE IMPROVEMENT OF TOTAL BEHAVIOR. THE RELATIONSHIP BETWEEN COGNITION AND SEEING AND HEARING, THE EFFECT OF SOCIAL ISOLATION ON LEARNING, AND THE ROLE OF LANGUAGE AND VISUAL STIMULI IN THE LEARNING PROCESS NEED FURTHER INVESTIGATION. WITHDRAWAL AND AVOIDANCE MANIFESTATIONS IN BOTH DEAF BLIND PERSONS AND THEIR SEEING AND HEARING ASSOCIATES SUGGEST THAT HEIGHTENED LIFE INTEREST AND INCREASED INVOLVEMENT OF DEAF BLIND PERSONS IN EVERYDAY ACTIVITIES MIGHT ELICIT POSITIVE RESPONSES FROM ASSOCIATES WHICH WOULD INFLUENCE TENURE OF SERVICE AND EFFECTIVENESS OF VOLUNTEERS AND STAFF. AN ANALYSIS OF THE LANGUAGE STRUCTURE OF THE DEAF BLIND IS NEEDED IN DEVELOPING AN IMPROVED LANGUAGE AS WELL AS A NEW NON-LANGUAGE TRANSMISSION SYSTEM TO BETTER PROVIDE DEAF BLIND PERSONS WITH ESSENTIAL INFORMATION. THE USE OF AN ELECTRONIC DEVICE FOR FACILITATING DEAF BLIND INTERACTION SHOULD BE EXPLORED. EXPERIMENTS NEED TO BE DESIGNED TO RAISE THE EXPECTATIONS OF SOCIETY REGARDING THE DEAF BLIND. A MORE EFFECTIVE INFORMATION AND RETRIEVAL SYSTEM WOULD INCREASE THE USEFULNESS OF CASE STUDIES AND SURVEYS (SOME ARE CITED) IN PLANNING FOR THE VOCATIONAL AND SOCIAL ADJUSTMENT OF THE DEAF BLIND. A 15-ITEM SUMMARY OF RESEARCH NEEDS, A BIBLIOGRAPHY OF 21 ITEMS, AND A LIST OF THE SEMINAR PARTICIPANTS ARE INCLUDED. (CF)

ED 013 000 EC 000 603

FURTH, HANS G.
DEVELOPMENT OF THINKING IN THE DEAF-
IMPLICATIONS FOR THE RELATION OF
THINKING AND LANGUAGE.
CATHOLIC UNIV. OF AMERICA, WASHING-
TON, D.C.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DEAF, *INTELLECTUAL
DEVELOPMENT, *LANGUAGE DEVELOP-
MENT, CHILDREN, COGNITIVE PROCESSES,
CULTURALLY DISADVANTAGED, LEARN-
ING PROCESSES.

BASED ON EXPERIMENTATION EXAMIN-
ING THE THINKING CAPACITIES OF
DEAF CHILDREN, THIS PAPER REPORTS
FINDINGS ABOUT THE RELATIONSHIP OF
ABILITY TO LINGUISTIC EXPERIENCE.
PERFORMANCE OF DEAF CHILDREN ON
TASKS INVOLVING CONCEPT FORMATION
AND LOGICAL THINKING WAS FOUND TO
BE COMPARABLE TO THAT OF MATCHED
HEARING SUBJECTS WHEN VERBALIZA-
TION WAS NOT REQUIRED. THE DEAF
PERFORMED POORER ON TASKS BASED
ON VERBAL HABITS, AND CULTURALLY

DEPRIVED HEARING CHILDREN PER-
FORMED MORE LIKE THE DEAF THAN
LIKE ADVANTAGED HEARING CHILDREN.
THE AUTHOR CONCLUDED THAT INTEL-
LECTUAL AND PERSONALITY DEVELOP-
MENT ARE NOT DEPENDENT ON LINGUISTIC
COMPETENCE BUT ON EXPOSURE TO
REAL LIFE SITUATIONS. LANGUAGE PRO-
VIDES INTELLECTUAL BENEFIT DURING
EARLY DEVELOPMENT ONLY IF IT IS THE
MEANS OF INTELLECTUAL STIMULAT-
ION. (HK)

ED 013 001 EC 000 616

LERMAN, ALAN
VOCATIONAL ADJUSTMENT AND THE DEAF-
A GUIDE AND ANNOTATED BIBLIOGRA-
PHY

ALEXANDER GRAHAM BELL ASSN. FOR
THE DEAF INC.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ANNOTATED BIB-
LIOGRAPHIES, *DEAF, *LITERATURE
REVIEWS, *VOCATIONAL ADJUSTMENT,
BIBLIOGRAPHIES, WORK ATTITUDES.

WRITTEN FOR THOSE INTERESTED IN
THE VOCATIONAL TRAINING, PLACEM-
ENT, REHABILITATION, AND EVALUA-
TION OF DEAF WORKERS, THE GUIDE RE-
VIEWS LITERATURE WRITTEN ON WORK
ADJUSTMENT, VOCATIONAL INTERESTS,
PLACEMENT, STATUS, AND ADJUSTMENT
OF DEAF ADULTS. A CRITIQUE OF
STUDIES ON DEAF WORKERS AND EVALU-
ATION OF VARIOUS INFORMATION-GATH-
ERING TECHNIQUES PERTINENT TO THE
DEAF IS INCLUDED. THE 204-ITEM BIB-
LIOGRAPHY INCLUDES A RESUME OF
EACH DOCUMENT. THIS DOCUMENT WAS
PUBLISHED BY THE ALEXANDER GRAH-
AM BELL ASSOCIATION FOR THE DEAF,
INC., WASHINGTON, D.C. \$3.65. (GD)

ED 013 002 EC 000 619

DELACATO, CARL H.
THE DIAGNOSIS AND TREATMENT OF
SPEECH AND READING PROBLEMS.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CLINICAL DIAGNOSIS,
*DIAGNOSTIC TESTS, *MEDICAL TREAT-
MENT, *NEUROLOGICAL ORGANIZATION,
*NEUROLOGICALLY HANDICAPPED, ADO-
LESCENTS, CHILDREN, LANGUAGE HAN-
DICAPS, MINIMALLY BRAIN INJURED,
NEUROLOGICAL DEFECTS, NEUROLOGY,
READING DIFFICULTY, SPEECH HANDI-
CAPS.

THE BASIC THESIS OF THE AUTHOR IS
THAT THE NERVOUS SYSTEM OF MAN HAS
EVOLVED FROM A VERY SIMPLE TO A
VERY COMPLEX MECHANISM. MAN HAS
ACHIEVED CORTICAL DOMINANCE WHEREIN
ONE SIDE OF THE CORTEX CONTROLS
THE SKILLS WHICH SEPARATE MAN
FROM OTHER ANIMALS. THIS EVOLUTIO-
NARY PROCESS MUST BE RECAPITULATED
ONTOGENETICALLY OR MOBILITY
AND COMMUNICATION DIFFICULTIES
APPEAR. TO REMEDY THE SITUATION,
THOSE AREAS OF NEUROLOGICAL OR-
GANIZATION THAT ARE INCOMPLETE OR
ABSENT MUST BE TAUGHT TO OR IM-
POSED ON THE NERVOUS SYSTEM
THROUGH ADEQUATE PRACTICE AT THE
VARIOUS LEVELS OF CORTICAL DEVELOP-
MENT. THE AUTHOR DISCUSSES THE
PHYLOGENY AND ONTOGENY OF NEU-
ROLOGICAL DEVELOPMENT. HE RELATES
NEUROLOGICAL ORGANIZATION TO
BRAIN INJURY AND PRESENTS SEVERAL
DIAGNOSTIC AND TREATMENT PROCEDURE
FOR SPEECH AND READING
PROBLEMS. A 95-ITEM BIBLIOGRAPHY IS

INCLUDED. THIS DOCUMENT WAS PUB-
LISHED BY CHARLES C THOMAS, SPRING-
FIELD, ILLINOIS. \$6.75. (RS)

ED 013 003 EC 000 656

ELAM, CLAUDE B.
INTEGRATION OF STIMULUS CUES BY NOR-
MAL AND MENTALLY RETARDED CHILD-
REN. FINAL REPORT.

X

REPORT NUMBER CRP-2843

PUB DATE JUN 67

EDRS PRICE MF-\$0.30 HC-\$3.52 86P.

DESCRIPTORS *CLASSIFICATION, *PER-
CEPTION, *STIMULUS GENERALIZATION,
ADOLESCENTS, CHILDREN, COLLEGE
STUDENTS, INTELLIGENCE, MENTALLY
HANDICAPPED,
CONTRACT OEC-5-10-129

TWO EXPERIMENTS WERE CONDUCTED
IN ORDER TO OBTAIN A MATHEMATICAL
DESCRIPTION OF THE PERCEPTUAL PRO-
CESS BY WHICH NORMAL AND MENTALLY
RETARDED SUBJECTS SYNTHESIZE STIM-
ULUS CUES IN PERCEPTUAL IDENTIFI-
CATION. THE INITIAL STUDY EMPLOYED
50 COLLEGE STUDENTS, 34 GRADE
SCHOOL STUDENTS, AND 24 MENTALLY
RETARDED CHILDREN (AGES 9-16) AS
SUBJECTS. THE SUBJECTS WERE RE-
QUIRED TO MAKE A BINARY CLASSIFICA-
TION OF 400 PICTURES IN WHICH THREE
STIMULUS CUES WERE SHOWN THROUGH
20 VARIATIONS. THE VARIATIONS WERE
RELATED TO THE CLASSIFICATIONS IN A
PROBABILISTIC MANNER. IN THE SE-
COND STUDY, 128 HIGH SCHOOL, 89 GRADE
SCHOOL, AND 110 MENTALLY RETARDED
SUBJECTS WERE REQUIRED TO MAKE A
SIMILAR CLASSIFICATION OF 400 PIC-
TURES IN WHICH FOUR STIMULUS CUES
WERE PRESENT. SUBJECTS WERE RE-
QUIRED TO PLACE A WAGER ON WHETH-
ER A PICTURE BELONGED TO ONE OR
OTHER OF THE TWO CLASSIFICATIONS.
SUBJECTS WERE ALLOWED TO VARY THE
AMOUNT WAGERED. IT WAS ASSUMED
THAT THE AMOUNT WAS A QUANTITA-
TIVE INDEX OF THE SUBJECT'S DEGREE
OF CERTAINTY OF THE CLASSIFICATION.
IT WAS ESTABLISHED THAT AS MENTAL
AGE INCREASES THERE IS A GREATER
TENDENCY FOR HIGH AND LOW PROBA-
BILITY EVENTS TO INFLUENCE THE EVOLU-
TION OF A PERCEPT. ALSO NOTED WAS
A MORE PROMISCUOUS IRRADIATION OF
THE EFFECT OF REINFORCEMENT (STIM-
ULUS GENERALIZATION) FOR
SUBJECTS OF LOW INTELLIGENCE. A
MODEL WAS CONTRIVED IN DESCRIPTION
OF THE DATA, AND SUGGESTIONS WERE
FOR AN APPLICATION OF THE FINDINGS
TO THE EDUCATION AND DIAGNOSIS OF
THE MENTALLY RETARDED. REFERENCE
LIST INCLUDES 21 ITEMS. (AUTHOR)

ED 013 004 EC 000 791

SHAPIRO, MARVIN I.
THE DEVELOPMENT OF COMMUNICATION
SKILLS PROJECT. FINAL REPORT.
PITTSBURGH CHILD GUIDANCE CENTER,
PA.

PUB DATE 19 OCT 65

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *COMMUNICATION
SKILLS, *CREATIVE DRAMATICS, *EMO-
TIONALLY DISTURBED, *PLAY THERAPY,
CHILDREN, VERBAL COMMUNICATION.

CHILDREN WHO ARE INARTICULATE
CAN NOT BENEFIT FROM TRADITIONAL
THERAPY METHODS. SINCE THE PRIMA-
RY TOOL OF PSYCHOTHERAPY IS VERBAL
COMMUNICATION BETWEEN PATIENT
AND DOCTOR, CREATIVE DRAMATICS

COULD BE A USEFUL PREPARATION FOR PSYCHOTHERAPY. A NON-CLINICAL TEACHER WHO WAS SKILLFUL AND EXPERIENCED IN CREATIVE DRAMATICS WAS THE GROUP LEADER FOR SIX CHILDREN IN A PROJECT USING CREATIVE DRAMATICS OVER A 42-SESSION PERIOD. IN THE BEGINNING THE TEACHER HAD TO PROVIDE AS MUCH CONCRETE HELP AND IMMEDIATE REWARDS AS POSSIBLE. THE CREATIVE DRAMATICS APPROACH WAS EFFECTIVE IN INCREASING COMMUNICATION SKILLS IN FIVE OF THE SIX CHILDREN. THEY BECAME MORE SPONTANEOUS AND MORE FREE TO EXPRESS THEIR INNER THOUGHTS AND FANTASIES. THE CHILDREN DEVELOPED GREATER FLUENCY AND BECAME INCREASINGLY EMOTIONALLY INVOLVED WITH EACH OTHER. FUTURE PLANS INCLUDE USING CONTROL GROUPS AND A CLINICALLY TRAINED TEACHER TO DIRECT THE PROGRAM OF CREATIVE DRAMATICS. (EB)

ED 013 005 **EC 000 969**
STUBBINS, JOSEPH AND OTHERS
WORKSHOPS FOR THE HANDICAPPED, AN ANNOTATED BIBLIOGRAPHY-NO. 2.
CALIFORNIA STATE COLL., LOS ANGELES
PUB DATE SEP 65
EDRS PRICE MF-\$0.50 HC-\$3.04 74P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *HANDICAPPED, *REHABILITATION COUNSELING, *SHELTERED WORKSHOPS, *VOCATIONAL REHABILITATION, ADOLESCENTS, ADULTS, COUNSELING SERVICES, COUNSELOR FUNCTIONS, VOCATIONAL COUNSELING.

THIS ANNOTATED BIBLIOGRAPHY LISTS ALPHABETICALLY BY AUTHOR 146 BOOKS, JOURNAL ARTICLES, FINAL REPORTS, AND CONFERENCE REPORTS FROM 1961 TO 1965 CONCERNING WORKSHOPS FOR THE HANDICAPPED. ALSO INCLUDED IS AN ARTICLE, "THE PROFESSIONALLY TRAINED COUNSELOR IN THE REHABILITATION WORKSHOP," IN WHICH GEORGE W. DUNCAN, JR. DISCUSSES THE ROLE OF THE REHABILITATION COUNSELOR IN THE WORKSHOP. THE COUNSELOR'S MAJOR CONCERN IS THE MODIFICATION OF THE VOCATIONAL BEHAVIOR OF THE WORKSHOP CLIENTS. INDIVIDUAL COUNSELING, CASEFINDING, SCREENING OF PROSPECTIVE CLIENTS, VOCATIONAL EVALUATION, JOB PLACEMENT AND FOLLOW-UP, AND IN-SERVICE TRAINING ARE SOME OF THE VARIED DUTIES OF THE REHABILITATION COUNSELOR. A LIST OF 25 REFERENCES FOLLOWS THE ARTICLE. (RS)

ED 013 006 **EC 001 048**
KARLIN, ISAAC W. AND OTHERS
DEVELOPMENT AND DISORDERS OF SPEECH IN CHILDHOOD.
REPORT NUMBER PUB-614
PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LANGUAGE DEVELOPMENT, *LANGUAGE HANDICAPS, *SPEECH, *SPEECH HANDICAPS, APHASIA, ARTICULATION (SPEECH), CEREBRAL PALSY, CHILDREN, CLEFT LIP, CLEFT PALATE, EMOTIONALLY DISTURBED, HEARING LOSS, MEDICAL TREATMENT, MENTALLY HANDICAPPED, *SPEECH PATHOLOGY, SPEECH THERAPY, STUTTERING, VOICE DISORDERS.

THE GROWTH, DEVELOPMENT, AND ABNORMALITIES OF SPEECH IN CHILDHOOD ARE DESCRIBED IN THIS TEXT DESIGNED FOR PEDIATRICIANS, PSYCHOLOGISTS,

EDUCATORS, MEDICAL STUDENTS, THERAPISTS, PATHOLOGISTS, AND PARENTS. THE NORMAL DEVELOPMENT OF SPEECH AND LANGUAGE IS DISCUSSED, INCLUDING THEORIES ON THE ORIGIN OF SPEECH IN MAN AND FACTORS INFLUENCING THE NORMAL DEVELOPMENT OF SPEECH SUCH AS SEX, INTELLIGENCE, PHYSICAL DEVELOPMENT, AND ENVIRONMENT. PERIPHERAL AND CENTRAL STRUCTURES CONCERNED WITH SPEECH, AS WELL AS SENSORY ORGANS, ARE DESCRIBED AND ILLUSTRATED. DISORDERS OF SPEECH AND LANGUAGE SUCH AS ARTICULATION PROBLEMS, STUTTERING, HEARING PROBLEMS, APHASIA, CEREBRAL PALSY, MENTAL RETARDATION, VOICE DISORDERS, CLEFT PALATE AND CLEFT LIP, EMOTIONAL DISTURBANCES AND RELATED LANGUAGE DISABILITIES ARE DISCUSSED IN TERMS OF ETIOLOGY, PROGNOSIS, DIAGNOSIS, AND SUGGESTIONS FOR THERAPY. REFERENCES OF FIVE TO 32 ITEMS FOLLOW THE CHAPTERS. THIS DOCUMENT IS AVAILABLE FROM CHARLES C. THOMAS, PUBLISHER, SPRINGFIELD, ILLINOIS. \$9.00. (GD)

ED 013 007 **EC 001 102**
DIRECTORY OF CAMPS FOR THE HANDICAPPED.
NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CAMPING, *DAY CAMP PROGRAMS, *DIRECTORIES, *HANDICAPPED CHILDREN, *RESIDENT CAMP PROGRAMS, ADOLESCENTS, ADULTS, CANADA, HANDICAPPED, RECREATIONAL PROGRAMS, SUMMER PROGRAMS, UNITED STATES.

ONE HUNDRED AND SEVENTY-SEVEN RESIDENT CAMPS IN THE UNITED STATES AND CANADA AND 77 DAY CAMPS IN THE UNITED STATES WHICH SERVE CHILDREN OR ADULTS WITH PHYSICAL, MENTAL, SOCIAL, AND EMOTIONAL HANDICAPS ARE LISTED ALPHABETICALLY BY STATE. FOR EACH CAMP, INFORMATION ON TYPES OF THE HANDICAPPED WHO ARE ACCEPTED, SPECIFIC EXCLUSIONS, AGE RANGE, NUMBER AND LENGTH OF SESSIONS, CAPACITY, FEE, CAMPERSHIPS AVAILABLE, AND NAME AND ADDRESS OF SPONSOR ARE GIVEN. EACH SECTION (RESIDENT AND DAY CAMPS) IS INDEXED ALPHABETICALLY BY CAMP NAME AND BY TYPE OF IMPAIRMENT. ANY CAMP THAT HAS RECEIVED ACCREDITATION BY THE AMERICAN CAMPING ASSOCIATION OR THAT IS IN SOME DEGREE SUPPORTED BY THE EASTER SEAL SOCIETY IS SO INDICATED. THIS DOCUMENT WAS PUBLISHED BY THE NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, INC., 2023 WEST OGDEN AVENUE, CHICAGO, ILL. 60612. \$1.00. (RS)

ED 013 008 **EC 001 111**
CATALOG OF AUDIO-VISUAL AIDS FOR COUNSELOR TRAINING IN MENTAL RETARDATION AND EMOTIONAL DISABILITY. VOLUME 1-FILMS.
DEVEREUX FOUNDATION, DEVON, PA.
PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$4.48 110P.
DESCRIPTORS *BIBLIOGRAPHIES, *COUNSELOR TRAINING, *EMOTIONALLY DISTURBED, *INSTRUCTIONAL FILMS, *MENTALLY HANDICAPPED, ADOLESCENTS, ADULTS, CATALOGS, CHILDREN, FILMS.

FILMS SELECTED AS APPROPRIATE FOR USE IN UNIVERSITY COUNSELOR TRAINING PROGRAMS AND IN AGENCY IN-SERVICE TRAINING PROGRAMS PREPARING STAFF TO WORK WITH THE MENTALLY AND EMOTIONALLY HANDICAPPED ARE LISTED ALPHABETICALLY BY TITLE. THE 341 LISTINGS INCLUDE BRIEF ANNOTATIONS. FILM LENGTH, DATE OF FILMING, FILM DISTRIBUTOR, AND WHETHER THE FILM IS IN COLOR, ALSO INCLUDED ARE A SUBJECT INDEX TO THE FILMS, A LIST OF STATE MENTAL HEALTH AUTHORITIES, AND A LIST OF FILM DISTRIBUTORS' NAMES AND ADDRESSES. (RS)

ED 013 009 **EC 001 177**
SILVER, RAWLEY A.
A DEMONSTRATION PROJECT IN ART EDUCATION FOR DEAF AND HARD OF HEARING CHILDREN AND ADULTS.
NEW YORK SOCIETY FOR THE DEAF, N.Y.
REPORT NUMBER BR-6-8598
PUB DATE JUL 67
EDRS PRICE MF-\$0.50 HC-\$2.64 64P.

DESCRIPTORS *ART EDUCATION, *DEAF, *EMPLOYMENT OPPORTUNITIES, *HANDICRAFTS, *HARD OF HEARING, ADOLESCENTS, ADULTS, APTITUDE, AURALLY HANDICAPPED, CHILDREN, DEMONSTRATION PROJECTS, INTERESTS, TORRANCE TEST OF CREATIVE THINKING.

GRANT OEG-1-7-008598-2038
THIS PROJECT WAS DESIGNED TO ASSESS APTITUDES, INTEREST, AND VOCATIONAL OPPORTUNITIES FOR THE HEARING IMPAIRED IN THE VISUAL ARTS AND TO IDENTIFY EFFECTIVE METHODS OF TEACHING ART. A GROUP OF 54 DEAF AND HARD OF HEARING CHILDREN AND ADULTS ATTENDED EXPERIMENTAL ART CLASSES. THREE RATING SCALES AND THE TORRANCE TEST OF CREATIVE THINKING WERE THE INSTRUMENTS USED TO ASSESS APTITUDE. STUDENT INTEREST WAS MEASURED BY QUESTIONNAIRES. CRAFTSMEN, EMPLOYERS, AND ART SCHOOL ADMINISTRATORS COMPLETED QUESTIONNAIRES DESIGNED TO MEASURE VOCATIONAL OPPORTUNITIES. CONCLUSIONS WERE-(1) APTITUDE AND INTEREST IN THE VISUAL ARTS IS AS HIGH FOR THE DEAF AS FOR THE HEARING, (2) A TALENTED DEAF PERSON CAN SUCCEED AS A CRAFTSMAN, (3) SOME PEOPLE WORKING WITH THE DEAF TEND TO UNDERESTIMATE THE APTITUDES, INTERESTS, AND VOCATIONAL OPPORTUNITIES FOR THE DEAF IN THE VISUAL ARTS, AND (4) ART TECHNIQUES AND CONCEPTS CAN BE CONVEYED TO DEAF STUDENTS WITHOUT THE USE OF LANGUAGE. QUESTIONNAIRE RESPONSE TABULATIONS ARE PRESENTED ALONG WITH SAMPLE QUESTIONNAIRES AND RESPONSES. ELEVEN REFERENCES ARE CITED. (MW)

ED 013 010 **EC 001 213**
HEALEY, WILLIAM C.
ADMINISTRATIVE GUIDE IN SPEECH CORRECTION.
O
PUB DATE 65
EDRS PRICE MF-\$0.50 HC-\$2.40 52P.
DESCRIPTORS *BIBLIOGRAPHIES, *PROGRAM ADMINISTRATION, *SPEECH THERAPISTS, *SPEECH THERAPY, ADMINISTRATOR GUIDES, AMERICAN SPEECH AND HEARING ASSOCIATION, CERTIFICATION, CHILDREN, FACILITIES, INSTRUCTIONAL MATERIALS, JEFFERSON

CITY, PROFESSIONAL STANDARDS, RATING SCALES, RECORD (FORMS), SPEECH HANDICAPS.

WRITTEN PRIMARILY FOR SCHOOL SUPERINTENDENTS, PRINCIPALS, SPEECH CLINICIANS, AND SUPERVISORS, THIS GUIDE OUTLINES THE MECHANICS OF ORGANIZING AND CONDUCTING SPEECH CORRECTION ACTIVITIES IN THE PUBLIC SCHOOLS. IT INCLUDES THE REQUIREMENTS FOR CERTIFICATION OF A SPEECH CLINICIAN IN MISSOURI AND DESCRIBES ESSENTIAL STEPS FOR THE DEVELOPMENT OF A SPEECH CORRECTION PROGRAM. SPECIFICATIONS FOR A SPEECH CORRECTION ROOM, ALL EQUIPMENT, AND SUPPLIES ARE PRESENTED. PROFESSIONAL ORGANIZATIONS IN WHICH MEMBERSHIP IS RECOMMENDED FOR THE SPEECH CLINICIAN ARE LISTED ALONG WITH A LIST OF PROFESSIONAL JOURNALS. A 152-ITEM BIBLIOGRAPHY IS GROUPED INTO SECTIONS ON APHASIA, ARTICULATION, CEREBRAL PALSY, CLEFT PALATE, HEARING LOSS, STUTTERING, VOICE PROBLEMS, AND GENERAL SPEECH REFERENCES. CLINICAL AND EDUCATIONAL MATERIALS ARE LISTED. THE APPENDIX INCLUDES THE REQUIREMENTS FOR THE CERTIFICATION OF CLINICAL COMPETENCE OF THE AMERICAN SPEECH AND HEARING ASSOCIATION, EXAMPLES OF REPORT FORMS OF RATING SCALES, AND A LIST OF PUBLISHERS. (GD)

ED 013 011 EC 001 214

LINDER, FORREST E. AND OTHERS
CHARACTERISTICS OF PERSONS WITH IMPAIRED HEARING. UNITED STATES—JULY 1962-JUNE 1963. VITAL AND HEALTH STATISTICS—DATA FROM THE NATIONAL HEALTH SURVEY, NATIONAL CENTER FOR HEALTH STATISTICS.

PUBLIC HEALTH SERVICE, BETHESDA, MD.

REPORT NUMBER PHS-PUB-1000-SER-10-NO-35

PUB DATE APR 67

EDRS PRICE MF-\$0.50 HC-\$3.00 73P.

DESCRIPTORS *DEAF, *HARD OF HEARING, *NATIONAL SURVEYS, AURALLY HANDICAPPED, HEARING AIDS, QUESTIONNAIRES, STATISTICAL DATA.

COLLECTED BY INTERVIEWERS FROM A REPRESENTATIVE SAMPLE OF 42,000 HOUSEHOLDS CONTAINING 134,000 PERSONS, THIS DATA PERTAINS TO THE HEARING-IMPAIRED POPULATION IN 1962-1963. THE REPORT PRESENTS THE SOCIAL, ECONOMIC, AND DEMOGRAPHIC CHARACTERISTICS OF THE POPULATION WITH IMPAIRED HEARING, AND ALSO GIVES DATA ON THE UTILIZATION OF AND SATISFACTION WITH HEARING AIDS, AGE AT ONSET OF LOSS, AND THE TRAINING AND TESTING RECEIVED. ON THE BASIS OF THE INTERVIEWS APPROXIMATELY EIGHT MILLION PERSONS WERE ESTIMATED TO HAVE SOME HEARING LOSS IN ONE OR BOTH EARS. ABOUT FOUR MILLION PERSONS WERE CLASSIFIED AS HAVING A BINAURAL HEARING LOSS, AND AMONG THESE, 856,000 PERSONS WERE CLASSIFIED AS UNABLE TO HEAR AND UNDERSTAND SPOKEN WORDS. TWENTY-TWO PERCENT OF THE BINAURAL POPULATION REPORTED CURRENT USE OF HEARING AIDS. INCLUDED IN THE REPORT ARE 23 PAGES OF TABLES PRESENTING INFORMATION ON THE HEARING-IMPAIRED POPULATION, THE UTILIZATION OF HEARING AIDS, CAUSE AND ONSET OF HEARING IMPAIRMENT, HEARING AND SPEECH TRAINING, HEARING EXAMINATION, AND ASSOCIATED

VISUAL IMPAIRMENT. THE APPENDICES INCLUDE A DESCRIPTION OF THE METHODS AND DEFINITIONS USED IN THIS SURVEY AND SAMPLES OF THE HOUSEHOLD INTERVIEW QUESTIONNAIRE. REFERENCE LIST CONTAINS FIVE ITEMS. THIS DOCUMENT WAS PUBLISHED AS PHS PUBLICATION NO. 1000-SERIES 10-NO. 35 BY THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. \$0.45. (GD)

ED 013 012

EC 001 216

QUIGLEY, STEPHEN P.

NATIONAL CONFERENCE ON THE PREPARATION OF TEACHERS OF THE DEAF. (VIRGINIA BEACH, MARCH 15-19, 1964).

R
REPORT NUMBER OE-35085
PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.54 69P.

DESCRIPTORS *ACCREDITATION (INSTITUTIONS), *DEAF, *STUDENT TEACHING, *TEACHER EDUCATION, *TEACHER EDUCATION CURRICULUM, ADOLESCENTS, CHILDREN, NATIONAL CONFERENCE ON PREPARATION OF TEACHERS OF THE DEAF, PUBLIC LAW 87 276, PUBLIC LAW 88 164, SPECIAL EDUCATION TEACHERS, TEACHER CERTIFICATION, TEACHER RECRUITMENT, TEACHERS.

PARTICIPANTS IN THE FOUR-DAY NATIONAL CONFERENCE ON THE PREPARATION OF TEACHERS OF THE DEAF COMPILED RECOMMENDATIONS ABOUT TEACHER PREPARATION AFTER DISCUSSING FOUR MAJOR TOPIC AREAS. RECOMMENDATIONS ABOUT RECRUITMENT AND SELECTION OF STUDENTS INCLUDED RECRUITMENT OF TEACHERS, TIME OF ENTRY OF STUDENT INTO PROGRAM, PREVIOUS PREPARATION OF STUDENT, AND HIS PSYCHOLOGICAL AND PHYSICAL CHARACTERISTICS. GENERAL AND SPECIALIZED CURRICULUM PROGRAMS WERE CONSIDERED ALONG WITH THE DISTRIBUTION, QUALITY, AND MANAGEMENT ASPECTS OF THE PRACTICUM PART OF THE CURRICULUM. CERTIFICATION OF TEACHERS AND ACCREDITATION OF TEACHER PREPARATION PROGRAMS WERE REVIEWED AND RECOMMENDATIONS MADE. APPENDICES INCLUDE A DISCUSSION OF THE IMPACT OF FEDERAL LEGISLATION ON TEACHER TRAINING FOR THE DEAF AND A DISCUSSION ABOUT THE CURRENT TRENDS IN CURRICULUM FOR TEACHER EDUCATION. SURVEY INFORMATION ON INSTITUTIONS AND STUDENTS PARTICIPATING IN THE FEDERAL PROGRAM FOR TEACHER TRAINING IS PRESENTED. CONFERENCE PARTICIPANTS AND OBSERVERS ARE LISTED. A REFERENCE LIST CITES NINE ITEMS. THIS DOCUMENT WAS PUBLISHED BY THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402. \$0.25. (MY)

ED 013 013

EC 001 217

GARRETT, EDGAR RAY

CORRECTION OF FUNCTIONAL MISARTICULATION UNDER AN AUTOMATED SELF-CORRECTION SYSTEM. FINAL REPORT. NEW MEXICO STATE UNIV., UNIVERSITY PARK

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *ARTICULATION (SPEECH), *AUDITORY TRAINING, *PROGRAMED INSTRUCTION, *SPEECH THERAPY, *TEACHING MACHINES, AUDITORY DISCRIMINATION, CHILDREN, SPEECH HANDICAPPED, SPEECH IMPROVEMENT,

TEMPLIN DARLEY ARTICULATION TESTS.

THE AUTOMATED SPEECH CORRECTION PROGRAM (ASCP) WAS DESIGNED TO TEST THE USE OF PROGRAMED INSTRUCTION IN THE REMEDIATION OF FUNCTIONAL ARTICULATION ERRORS. A SERIES OF PROGRAMED TAPES WHICH TAKE THE STUDENT THROUGH AUDITORY IDENTIFICATION, AUDITORY DISCRIMINATION, PRODUCTION, AND SELF-EVALUATION WERE DESIGNED. SUB-GOALS OF THE EXPERIMENT WERE A COMPARISON OF CORRECTING (REPRESENTATION OF A STIMULUS WHEN SUBJECT RESPONDED INCORRECTLY) AND NON-CORRECTING (SUBJECT NOTIFIED OF ERROR BY A TONE) TECHNIQUES AND THE EFFECTIVENESS OF PERSONALIZED SUBJECT-THERAPIST CORRECTION OR NO CORRECTION BETWEEN THE DISCRIMINATION PHASE AND THE SELF-CORRECTION PHASE. SUBJECTS WERE 100 ELEMENTARY SCHOOL CHILDREN WITH FUNCTIONAL MISARTICULATIONS. SUBJECTS WERE ASSIGNED TO VARIED TREATMENT AND CONTROL GROUPS. RESULTS INDICATED—(1) ASCP PRODUCED IMPROVED AUDITORY DISCRIMINATION AND ARTICULATION PATTERNS AS MEASURED BY THE TEMPLIN SHORT TEST OF SOUND DISCRIMINATION AND THE TEMPLIN DARLEY SCREENING TEST, (2) THE GROUP WHICH RECEIVED CORRECTION OF ERROR DID NOT DEMONSTRATE A SIGNIFICANT DIFFERENCE FROM THOSE WHO RECEIVED THE NON-CORRECTING PRESENTATION, AND (3) THERE IS NO DIFFERENCE AMONG GROUPS WHICH RECEIVED OR DID NOT RECEIVE INDIVIDUALIZED THERAPY BETWEEN THE DISCRIMINATION AND SELF-CORRECTION PHASES. (EB)

ED 013 014

EC 001 308

OYER, HERBERT J.

AUDITORY COMMUNICATION FOR THE HARD OF HEARING.

PUB DATE 19 MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDITORY TRAINING, *EQUIPMENT, *HARD OF HEARING, *INSTRUCTIONAL MATERIALS, *SPEECH DEVELOPMENT, ADJUSTMENT (TO ENVIRONMENT), AUDITORY PERCEPTION, CURRICULUM EVALUATION, GROUP INSTRUCTION, INDIVIDUAL INSTRUCTION, LANGUAGE DEVELOPMENT, LISTENING SKILLS.

DESIGNED FOR STUDENT AND PRACTICING SPEECH PATHOLOGISTS AND AUDIOLOGISTS, THIS BOOK DISCUSSES THE HISTORY OF AUDITORY TRAINING, PROBLEMS ASSOCIATED WITH HEARING LOSS, THE DEVELOPMENT OF ORAL LANGUAGE, BASIC CONCEPTS OF AUDITORY PERCEPTION, AND SPECIFIC ASPECTS OF AUDITORY TRAINING. SUCH ASPECTS INCLUDE—(1) FACTORS RELATING TO AUDITORY TRAINING, (2) THE INTERRELATIONSHIP OF LANGUAGE, AUDITORY TRAINING, LIP READING, SPEECH THERAPY, AND OTHER MODALITIES, (3) AUDITORY TRAINING EQUIPMENT, AND (4) THE RELATIVE MERITS ASSOCIATED WITH GROUP AND INDIVIDUAL AUDITORY TRAINING SESSIONS. PROBLEMS INVOLVED IN AUDITORY TRAINING WITH MULTIPLY HANDICAPPED INDIVIDUALS ARE DISCUSSED. INCLUDED IS A REVIEW OF RECORDED AND PRINTED AUDITORY TRAINING MATERIALS AS WELL AS SUGGESTIONS FOR EVALUATING THE EFFECTIVENESS OF AUDITORY TRAINING. THIS DOCUMENT WAS PUBLISHED BY PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY. \$5.50. (EB)

ED 013 015

FL 000 029

FLEMING, GERALD
LANGUAGE TEACHING WITH CARTOONS.
PUB DATE JUN 64

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *AUDIOVISUAL AIDS, *CARTOONS, *MODERN LANGUAGES, *MOTIVATION TECHNIQUES, *PICTORIAL STIMULI, FILMSTRIPS, FOREIGN LANGUAGE FILMS, INSTRUCTIONAL MATERIALS, LANGUAGE SKILLS, TEACHING TECHNIQUES.

SHORT WELL-MADE CARTOONS, CAREFULLY MATCHED TO ORAL AND WRITTEN TEXTS, COMMAND THE LANGUAGE STUDENT'S ATTENTION BECAUSE OF THEIR NOVELTY AND MULTISENSORY APPEAL. THEY ARE ALSO IDEAL VEHICLES FOR THE DYNAMIC PRESENTATION OF EVERYDAY SITUATIONS WHICH CAN SERVE AS SETTINGS FOR NORMAL SPEECH PATTERNS. THESE FOUR-MINUTE CARTOONS LEND THEMSELVES TO A VARIETY OF APPROACHES SUCH AS VIEWING THE FILM WITH OR WITHOUT THE SOUND AND DISCUSSING THE FILM WITH OR WITHOUT PRESENTING THE DIALOG. IF THE TECHNIQUES USED ARE EDUCATIONALLY SOUND, THE STUDENT SHOULD ACQUIRE THE BASIC LANGUAGE SKILLS AND GAIN AN APPRECIATION OF THE CULTURE AND CIVILIZATION OF THE COUNTRY WHOSE LANGUAGE HE IS STUDYING. THIS ARTICLE APPEARED IN "FILM USER," JUNE 1964. (SS)

ED 013 016

FL 000 105

CIOTTI, MARIANNE C.

NATIONAL SURVEY ON ETV PRACTICES, POLICIES, AND EVALUATIONS IN THE USE OF THIS MEDIUM FOR FOREIGN LANGUAGE EDUCATION.

VERMONT STATE DEPT. OF EDUC., MONTPELIER

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *EDUCATIONAL TELEVISION, *FLES, *LANGUAGE INSTRUCTION, *PROGRAM EVALUATION, *TELEVISION SURVEYS, AIRBORNE TELEVISION, CLOSED CIRCUIT TELEVISION, MIDWEST PROGRAM FOR AIRBORNE TELEVISION INSTRUCTION, MODERN LANGUAGES, SECONDARY SCHOOLS, STATE FOREIGN LANGUAGE SUPERVISORS, STATE SURVEYS.

A 1965-66 SURVEY OF STATE SUPERVISORS OF FOREIGN LANGUAGES WAS DESIGNED TO LEARN ABOUT CURRENT PRACTICES AND POLICIES IN THE USE OF EDUCATIONAL TELEVISION IN THE UNITED STATES. IN ADDITION TO CITING THE GENERAL EVALUATIONS AND RECOMMENDATIONS OF THE 26 RESPONDENTS, THE REPORT CONTAINS INFORMATION ABOUT SPECIFIC "LIVE" OR COMMERCIALY PRODUCED SERIES IN FRENCH OR SPANISH AND RESEARCH PROJECTS AND REPORTS AVAILABLE ON EDUCATIONAL TELEVISION IN ELEMENTARY AND SECONDARY SCHOOL LANGUAGE PROGRAMS. ALSO INCLUDED ARE SUGGESTIONS FOR MAKING TELEVISION A MORE EFFECTIVE PROFESSIONAL TOOL. (AB)

ED 013 017

FL 000 107

HOWE, ELLIOT C. AND OTHERS

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS OF UTAH. PRELIMINARY EDITION.

UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY, UTAH
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$2.24 54P.

DESCRIPTORS *ARTICULATION (PRO-

GRAM), *FLES PROGRAMS, *PROGRAM EVALUATION, *PROGRAM GUIDES, *TEACHING METHODS, FLES MATERIALS, FRENCH, GERMAN, INSTRUCTIONAL MATERIALS, SPANISH, TEACHING TECHNIQUES, UTAH.

THE UTAH DEPARTMENT OF EDUCATION HAS PREPARED THIS CURRICULUM GUIDE FOR FOREIGN LANGUAGE STUDY IN ELEMENTARY SCHOOLS (FLES) FOR THE BENEFIT OF THOSE DISTRICTS WISHING TO INITIATE SUCH A PROGRAM. THE MAIN BODY OF THIS BULLETIN IS DIVIDED INTO TWO SECTIONS, THE FIRST DISCUSSING FLES MERITS, DRAWBACKS, AND OBJECTIVES, AND CURRICULUM PLANNING, STRESSING ARTICULATION AND CONTINUITY. THE SECOND PART, ON METHODS AND TECHNIQUES FOR TEACHING FLES, DETAILS SPECIFICALLY LESSON PLANS, DIALOG, PATTERN PRACTICE, READING, WRITING, MATERIALS, AND ACHIEVEMENT EVALUATION. A DIRECTORY OF SOURCES FOR SUPPLEMENTARY MATERIALS ACCOMPANIES THE SUGGESTED DIFFERENT TECHNIQUES TEACHERS MIGHT USE FOR STIMULATING LANGUAGE LEARNING. THE TWO SECTIONS OF THE BIBLIOGRAPHY DEAL WITH FLES PROGRAMS IN UTAH, AND MATERIAL RELATIVE TO FLES METHODS AND TECHNIQUES. (SS)

ED 013 018

FL 000 111

PROBST, GLEN WESTON

AN ANALYSIS OF TRENDS AND TEACHER PROBLEMS IN FOREIGN LANGUAGE INSTRUCTION IN PUBLIC SECONDARY SCHOOLS OF UTAH, 1965.

BRIGHTMAN YOUNG UNIV., PROVO, UTAH

PUB DATE AUG 66

EDRS PRICE MF-\$0.50 HC-\$3.28 80P.

DESCRIPTORS *LANGUAGE PROGRAMS, *PROGRAM ADMINISTRATION, *PROGRAM EVALUATION, *SECONDARY SCHOOL TEACHERS, *STATE SURVEYS, ARTICULATION (PROGRAM), LANGUAGE LABORATORIES, QUESTIONNAIRES, TEACHER EDUCATION, TEACHING METHODS.

SECONDARY SCHOOL TEACHERS IN UTAH RESPONDED TO A QUESTIONNAIRE USED TO GATHER DATA ON THE PRESENT STATUS OF FOREIGN LANGUAGE TEACHING. THE INFORMATION IS SUMMARIZED AND PRESENTED IN THIS REPORT UNDER SUCH HEADINGS AS TEACHER PREPARATION, PROGRAM ARTICULATION, METHODOLOGY, THE LANGUAGE LABORATORY, AND FOREIGN LANGUAGE FAIRS AND FESTIVALS. THOUGH EACH TOPIC IS TREATED INDEPENDENTLY, THE TOTAL REPORT REVEALS A NEED FOR IMPROVED FOREIGN LANGUAGE PROFICIENCY, AND STRONGER ADMINISTRATION TO ENSURE PROGRAM ARTICULATION, ADEQUATE TEACHER PREPARATION, AND ADEQUATE EQUIPMENT. SPECIFIC RECOMMENDATIONS ARE FOUND AT THE END OF EACH CHAPTER FOR EACH AREA IN NEED OF IMPROVEMENT, AND A SAMPLE QUESTIONNAIRE IS INCLUDED IN THE APPENDIX, FOLLOWED BY A SELECTIVE BIBLIOGRAPHY OF PUBLISHED AND UNPUBLISHED MATERIAL. (SS)

ED 013 019

FL 000 118

BENNETT, PEARLS.

EXAMINATIONS--THEIR USE AND ABUSE.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.53 11P.

DESCRIPTORS *EDUCATIONAL THEORIES, *LANGUAGE TESTS, *MULTIPLE CHOICE TESTS, *TEST VALIDITY, *TESTING PROBLEMS, ACHIEVEMENT

TESTS, ESSAY TESTS, MEASUREMENT GOALS, RUSSIAN, SECOND LANGUAGE LEARNING, STANDARDIZED TESTS, TEST CONSTRUCTION.

ALTHOUGH MOST EDUCATORS AGREE THAT EXAMINATIONS PERFORM AN IMPORTANT FUNCTION IN APPRAISING STUDENT ACHIEVEMENT, SOME CLAIM THAT MULTIPLE CHOICE TESTS DEGENERATE INTO A GAME OF "BEAT THE MONKEY," I.E., ANSWERING MORE THAN 25 PERCENT OF THE ITEMS CORRECTLY, THE RATING EVEN A MONKEY COULD BE EXPECTED TO RECEIVE. SAMPLE STUDIES REVEAL THAT THE STUDENT WHO RAPIDLY SUPPLIES ANSWERS AT RANDOM MAY WELL PLACE HIGHER THAN THE SLOWER, SUPERIOR STUDENT. SUCH EXAMINATIONS AS THE N.Y. STATE REGENTS EXAMINATION IN RUSSIAN FOR SECONDARY SCHOOLS, THE COLLEGE ENTRANCE EXAMINATION BOARD'S RUSSIAN ACHIEVEMENT TEST, AND THE MLA COOPERATIVE FOREIGN LANGUAGE TESTS IN RUSSIAN ALL RELY HEAVILY, IF NOT COMPLETELY, ON MULTIPLE CHOICE. LANGUAGE EXAMINATIONS IN GENERAL COULD BE IMPROVED BY USING MORE SECTIONS SIMILAR TO THE MLA WRITING SECTION AND BY INCLUDING ESSAY QUESTIONS, ESPECIALLY IN STRUCTURED FORM, WHILE AN ACHIEVEMENT EXAMINATION MIGHT WELL REQUIRE INTERLINEAR CORRECTION OF BADLY GARBLED WRITING. FINALLY, FOREIGN LANGUAGE TEACHERS SHOULD COOPERATE WITH COLLEAGUES OF OUTSTANDING ABILITY IN OTHER FIELDS TO MINIMIZE THE ABUSES OF MULTIPLE CHOICE TESTS AND TO ENCOURAGE THE USE OF EXAMINATIONS REQUIRING STUDENTS TO ORGANIZE THEIR OWN THOUGHTS. THIS SPEECH WAS DELIVERED AT A MEETING OF THE NEW YORK AND NEW JERSEY GROUP OF THE AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES, PRINCETON, OCTOBER 29, 1966. (GJ)

ED 013 020

FL 000 296

RUPP, THEODORE H.

EVALUATING THE FOREIGN-STUDY PROGRAM.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *ACADEMIC STANDARDS, *MODERN LANGUAGES, *STUDY ABROAD, *UNDERGRADUATE STUDY, PROGRAM EVALUATION, PROGRAM IMPROVEMENT.

A SUPERIOR STUDY-ABROAD PROGRAM SHOULD BE CONCERNED WITH THE BALANCE IN THE ACADEMIC PROGRAM BETWEEN FOREIGN UNIVERSITY COURSES AND THOSE ESPECIALLY PLANNED FOR AMERICAN STUDENTS, AND THE CAREFUL TRANSPORTATION OF GRADING AND CREDIT ALLOWANCES TO AMERICAN STANDARDS. OTHER AREAS TO CONSIDER FOR THE IMPROVEMENT OF THE PROGRAMS ARE A HIGHLY INFORMATIVE CATALOG WITH DETAILS OF ALL MAJOR ASPECTS OF THE PROGRAM, AN ADMISSIONS POLICY THAT CONSIDERS SCHOLARSHIP, CHARACTER, HEALTH, AND EMOTIONAL STABILITY, AND A SOUND ORIENTATION PROGRAM. NOT TO BE OVERLOOKED ARE THE LENGTH OF THE SOJOURN ABROAD, THE SUITABILITY OF LODGINGS AND THE ORGANIZATION OF SOCIAL CONTACTS WITH THE NATIVES, THE INTEGRATION OF SUPERVISED GROUP TRAVEL WITH THE EDUCATIONAL PROGRAM, THE QUALIFICATIONS AND RESPONSIBILITIES OF THE RESIDENT DIRECTOR, AND THE AMOUNT OF THE COST ALLOCATED TO THE INSTRUCTIONAL PROGRAM AS

COMPARED WITH OTHER ITEMS. THIS ARTICLE APPEARED IN "THE FRENCH REVIEW," VOLUME 40, NUMBER 3, DECEMBER 1966, PAGES 400-410. (GJ)

ED 013 021

FL 000 334

PANE, REMIGIO UGO

NDEA INSTITUTE FOR UNDERGRADUATES IN ITALIAN (RUTGERS UNIVERSITY, JUNE 20 TO AUGUST 12, 1966).

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *INSTITUTES (TRAINING PROGRAMS), *ITALIAN, *PRESERVICE EDUCATION, *TEACHER EDUCATION, NDEA LANGUAGE INSTITUTES, TEACHING TECHNIQUES.

THE SUMMER 1966 NDEA INSTITUTE AT RUTGERS UNIVERSITY FOR 40 COLLEGE JUNIORS FROM HOME INSTITUTIONS WITH LIMITED RESOURCES IN ITALIAN INSTRUCTION IS DESCRIBED IN THIS FINAL REPORT. HIGHLIGHTED ARE THE UNIQUE FEATURES OF THE INSTITUTE: THE FLEXIBILITY OF SCHEDULES, THE SECTIONING OF CLASSES IN ORAL AND WRITTEN ITALIAN, AND THE USE OF AUDIOLINGUAL MATERIALS AND DEMONSTRATION CLASSES. THE REPORT ALSO DESCRIBES, AMONG OTHER THINGS, THE PRE-INSTITUTE PREPARATION AND ORIENTATION, FIELD TRIPS, AND COMMUNICATION BETWEEN STAFF AND PARTICIPANTS. ALL THE FEATURES OF THE INSTITUTE ARE EVALUATED, WITH PARTICULAR ATTENTION GIVEN TO THE EFFECT OF THE INSTITUTE ON THE STUDENTS, THE RESULTS, AND THE POTENTIAL IMPACT OF THE INSTITUTE. LISTS OF THE STAFF, PARTICIPANTS, AND LECTURES ARE INCLUDED. (AB)

ED 013 022

FL 000 347

CAMPBELL, WILLIAM J.

SOME EFFECTS OF TEACHING FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS.

HICKSVILLE PUBLIC SCHOOLS, N.Y.

PUB DATE DEC 62

EDRS PRICE MF-\$0.50 HC-\$3.16 77P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ANALYSIS OF VARIANCE, *EXPERIMENTAL GROUPS, *FLES, *LANGUAGE RESEARCH, ACADEMIC PERFORMANCE, AUDIOLINGUAL METHODS, COMPARATIVE ANALYSIS, HICKSVILLE PUBLIC SCHOOLS, INDIVIDUAL DIFFERENCES, INTELLIGENCE LEVEL, NEW YORK, SECOND LANGUAGE LEARNING, STATISTICAL DATA.

THE POSSIBLE EFFECTS OF FLES UPON STUDENT ACHIEVEMENT IN OTHER SUBJECT AREAS WAS THE BASIC PROBLEM OF A STUDY IN THE HICKSVILLE, N.Y. PUBLIC SCHOOLS. FOLLOWING A SURVEY OF LITERATURE ON THE PROS AND CONS OF FLES PROGRAMS, THE REPORT CONSIDERS THE PERFORMANCE OF THE EXPERIMENTAL GROUP, WITH CONTINUOUS FLES INSTRUCTION STARTING IN THE FIRST GRADE, AND THAT OF THE CONTROL GROUP, MADE UP OF STUDENTS ENTERING THE SCHOOL SYSTEM AFTER THE FIRST GRADE. THE DATA, WHICH SUGGESTS THAT THE EFFECTS OF FLES ARE POSITIVE, COVER TEACHER GRADES IN READING, LANGUAGE ARTS, ARITHMETIC, CITIZENSHIP EDUCATION, AND SCIENCE, AS WELL AS ACHIEVEMENT SCORES IN READING VOCABULARY, READING COMPREHENSION, ARITHMETIC REASONING, ARITHMETIC FUNDAMENTALS, MECHANICS OF ENGLISH,

AND SPELLING. ANALYSIS OF THE FINDINGS CONSIDERS THE IQ AND DISTINGUISHES BETWEEN THE PERFORMANCE OF MALES AND FEMALES. FIFTY-FOUR PAGES OF STATISTICAL TABLES REINFORCING THE RESEARCH PRECEDE A BIBLIOGRAPHY. (GJ)

ED 013 023

FL 000 365

OVSIEW, LEON

MODERN FOREIGN LANGUAGE TEACHING IN THE ELEMENTARY GRADES, A FEASIBILITY STUDY.

TEMPLE UNIV., PHILADELPHIA, PA., EDUC. SERVICE BUR

PUB DATE 62

EDRS PRICE MF-\$0.75 HC-\$5.76 142P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *FEASIBILITY STUDIES, *FLES PROGRAMS, *LANGUAGE RESEARCH, *MODERN LANGUAGES, CURRICULUM RESEARCH, NEW JERSEY, PARENT ATTITUDES, QUESTIONNAIRES, STUDENT ATTITUDES, SURVEYS TEACHER ATTITUDES, UNION COUNTY REGIONAL SCHOOL DISTRICT.

DESIGNED FOR SCHOOL AUTHORITIES IN A SPECIFIC NEW JERSEY SCHOOL DISTRICT, THIS STUDY PRESENTS FACTS AND OPINIONS WHICH WILL BEAR UPON THE AREA'S DECIDING WHETHER OR NOT TO ADD FLES TO ITS CURRICULUM. IN FOUR OF THE CHAPTERS, THERE IS INFORMATION ABOUT: (1) RESEARCH AND EDUCATIONAL DECISIONS, (2) RESEARCH IN TEACHING FLES, (3) THE DISTRICT'S READINESS FOR FLES, AND (4) SURVEYS OF PENNSYLVANIA AND NEW JERSEY DISTRICTS OPERATING FLES PROGRAMS. THE 16 RECOMMENDATIONS IN THE FIFTH CHAPTER ON THE INITIATION OF FLES PROGRAMS REFER TO ADVANTAGES AND DISADVANTAGES, REQUIRED CURRICULUM RESCHEDULING, PREVAILING ATTITUDES AND THE IMPORTANCE OF ATTITUDE SURVEYS, THE RESEARCHERS' QUALIFICATIONS ABOUT VALUE, METHOD, AND ORGANIZATION, DESIRABLE COURSE SEQUENCE, ARTICULATION WITH AND POTENTIAL EFFECTS ON HIGH SCHOOL PROGRAMS, AND STUDENT SELECTION CRITERIA. ALSO INCLUDED ARE A 137-ITEM BIBLIOGRAPHY AND AN APPENDIX OF LETTERS, QUESTIONNAIRES, AND INTERVIEWING GUIDES AND FORMS USED IN THE STUDY. (AB)

ED 013 024

FL 000 409

ROLAND, LYN

AN EXPERIMENT IN A PRONUNCIATION PROBLEM.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *GERMAN, *INTERFERENCE (LANGUAGE LEARNING), *LANGUAGE RESEARCH, *PRONUNCIATION INSTRUCTION, *SECOND LANGUAGE LEARNING, CONTRASTIVE LINGUISTICS, PHONETIC ANALYSIS.

A GROUP OF 136 STUDENTS IN GERMAN ONE, TWO, AND THREE AT THE UNIVERSITY OF CALIFORNIA AT BERKELEY PARTICIPATED IN AN EXPERIMENT IN WHICH TESTS WERE MADE OF THEIR PRONUNCIATION OF INITIAL GERMAN "S" CLUSTERS (THOSE WHICH ARE SPELLED "S-" AND THOSE SPELLED "SCH-"). THIS PARTICULAR PRONUNCIATION PROBLEM WAS SELECTED BECAUSE THE GERMAN AND ENGLISH SOUNDS ARE UNIFORMLY OPPOSITE. THE STUDENTS WERE GIVEN A LIST OF 60 GERMAN WORDS TO RECORD ON TAPE, AND IT WAS EXPECTED THAT FOUR POSSIBLE TYPES OF PRONUNCIATION

ERRORS WOULD RESULT. HOWEVER, NONE OF THESE ERRORS TOOK PLACE. THE TAPES SHOWED THAT STUDENTS OF ALL THREE SEMESTERS MADE ROUGHLY THE SAME ERRORS, AND THAT NO SIGNIFICANT AMOUNT OF LEARNING TAKES PLACE BETWEEN GERMAN ONE, TWO, AND THREE. THE CONCLUSIONS INDICATED THAT THE LEARNING OF PHONETICS SHOULD TAKE PLACE DURING THE FIRST CONTACT HOURS IN GERMAN ONE, AND THAT IT IS POSSIBLE THAT A COMPLETELY NEW FOREIGN SOUND IS MORE EASILY LEARNED THAN A FAMILIAR ONE IN A NEW CONFIGURATION. THIS ARTICLE APPEARED IN THE "INTERNATIONAL REV. OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 4, DECEMBER 1966, PAGES 255-259. (AS)

ED 013 025

FL 000 446

DODSON, C.J.

FOREIGN AND SECOND LANGUAGE LEARNING IN THE PRIMARY SCHOOL.

WALES UNIV., ABERYSTWYTH, UNIV. COLL. OF WALES

REPORT NUMBER PAM-14

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$2.08 50P.

DESCRIPTORS *BILINGUALISM, *FLES, *LANGUAGE RESEARCH, *SECOND LANGUAGE LEARNING, *TEACHING TECHNIQUES, AUDIOLINGUAL SKILLS, AUDIOVISUAL AIDS, CLASSROOM TECHNIQUES, FLES TEACHERS, LANGUAGE LABORATORIES, MODERN LANGUAGES, PICTORIAL STIMULI, PRONUNCIATION INSTRUCTION, TEACHING METHODS, VERBAL STIMULI, WALES.

EXPERIMENTS ON LANGUAGE LEARNING WERE CONDUCTED IN WALES WITH 26 8-YEAR OLD CHILDREN, OF MIXED ABILITY, BILINGUAL IN ENGLISH AND WELSH, AND ABOUT TO LEARN GERMAN. A STUDY OF THE LEARNING PROCESSES WAS MADE BY A VARIETY OF TESTS USED TO MEASURE LISTENING, UNDERSTANDING, IMITATING, AND WRITING. PRESENTED IN THIS DOCUMENT ARE THE DIFFERENT EXPERIMENTS, THE EXPLANATORY CHARTS, AND THE RESULTS WHICH CAN HELP IN SETTING UP THE MOST EFFICIENT PROGRAM FOR A LEARNER TO ACQUIRE AND RETAIN SENTENCE MEANING WHILE LEARNING TO PRONOUNCE THE FOREIGN LANGUAGE. ANOTHER SECTION OF THE PAMPHLET DEALS WITH METHODOLOGY, AND DETAILS SUCH TOPICS AS USING INSTRUCTIONAL MATERIALS, EMPLOYING SPECIFIC TEACHING TECHNIQUES AND LESSONS, VARYING CLASSROOM SITUATIONS, AND USING AUDIOVISUAL AIDS AND THE LANGUAGE LABORATORY. A SECTION ON THE INFANT SCHOOL GIVES SUGGESTIONS FOR A LANGUAGE COURSE BEGINNING AT THE NURSERY LEVEL FOR THE PURPOSE OF DEVELOPING TRULY BILINGUAL INDIVIDUALS. THIS DOCUMENT IS AVAILABLE BY TITLE FOR 5 SHILLINGS FROM THE DEAN, FACULTY OF EDUCATION, UNIVERSITY COLLEGE OF WALES, CAMBRIAN STREET, ABERYSTWYTH, WALES. (SS)

ED 013 026

FL 000 473

STRASHEIM, LORRAINE

DISCIPULI ITERUM FIAMUS. (LET US BECOME PUPILS AGAIN).

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *COURSE OBJECTIVES, *CULTURAL ENRICHMENT, *LATIN, *SECOND LANGUAGE LEARNING,

ALTHOUGH THE TRADITIONAL OBJECTIVES OF HISTORICAL-CULTURAL APPLICATION AND ACADEMIC DISCIPLINE CONTINUE TO BE EMPHASIZED WIDELY IN LATIN CLASSES, THE TIMES DEMAND THE ADOPTION OF THE MORE VITAL MODERN METHODS CURRENTLY PRACTICED IN MODERN FOREIGN LANGUAGE TEACHING. OF COURSE, THE ORAL COMMAND OF LATIN CAN NEVER BE FUNCTIONAL, BUT IT CAN PERMIT A TYPE OF INTRA-TEMPORAL COMMUNICATION. FURTHERMORE, BY STRESSING ALL FOUR BASIC LANGUAGE SKILLS, THE TEACHER CAN HELP THE STUDENT ACHIEVE THE LANGUAGE CONTROL NEEDED TO READ MORE ADVANTAGEOUSLY "REAL" LATIN AUTHORS AND CONSEQUENTLY, TO HAVE A GREATER CAPACITY TO APPRECIATE THE ROMANS, THEIR CIVILIZATION, AND THEIR CULTURAL IMPACT. THIS ARTICLE APPEARED IN "THE DFL BULLETIN," VOLUME 6, NUMBER 3, MARCH 1967, PAGES 4-6. (AB)

ED 013 027 **FL 000 479**
"FRENCH FOR BEGINNERS" (RADIOVISION)-AN AUDIO-VISUAL LANGUAGE COURSE FOR THE FIRST YEAR OF THE SECONDARY SCHOOL.

PUB DATE MAR 65

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *AUDIOLINGUAL SKILLS, *AUDIOVISUAL INSTRUCTION, *EXPERIMENTAL CURRICULUM, *FRENCH, *SECONDARY SCHOOLS, AUDIOVISUAL AIDS, BBC RADIOVISION BROADCASTS, COURSE ORGANIZATION, FILMSTRIPS, RADIO, TAPE RECORDINGS, UNITED KINGDOM.

A BASICALLY AUDIOLINGUAL BEGINNING FRENCH COURSE WAS BROADCAST BY THE BBC AND TAPED BY TEACHERS WHO USED IT IN CONJUNCTION WITH FILMSTRIPS TO SUPPLEMENT A REGULAR LANGUAGE COURSE. THIS METHOD, CALLED RADIOVISION, IS DESCRIBED IN DETAIL IN TERMS OF ITS OVERALL OPERATION, THE KINDS OF MATERIAL INCLUDED, AND THE VARIOUS METHODS AND TECHNIQUES USED BY THE TEACHER IN PRESENTING THE MATERIALS. SUCH ASPECTS OF THIS COURSE AS TIME SCHEDULES, CLASSROOM ARRANGEMENTS, EQUIPMENT, AND TAPE RECORDINGS ARE ALSO DESCRIBED AND EVALUATED. INTERSPERSED THROUGHOUT THE BULLETIN ARE COMMENTS ABOUT THE PROGRAM FROM TEACHERS AND OBSERVATIONS MADE BY THE SCHOOL BROADCASTING COUNCIL. THIS DOCUMENT APPEARED IN THE "BBC SCHOOL BROADCASTS BULLETIN." (SS)

ED 013 028 **FL 000 485**

EDGERTON, M., JR.

THE STUDY OF LANGUAGES-A POINT OF VIEW.

PUB DATE DEC 65

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *CONTRASTIVE LINGUISTICS, *COURSE OBJECTIVES, *CULTURAL CONTEXT, *LEARNING PROCESSES, *SECOND LANGUAGE LEARNING, CULTURAL AWARENESS, CULTURAL DIFFERENCES, EDUCATIONAL OBJECTIVES, FOREIGN CULTURE, LITERATURE.

FOREIGN LANGUAGE STUDY IN SCHOOLS SHOULD BE PREDICATED ON THE NEED OF SOCIETIES TO COEXIST WITH OTHER CONTEMPORARY NATIONAL CULTURES. IN A WORLD THAT CONSISTS OF A LARGE NUMBER OF HISTORICALLY DETERMINED, SEPARATE CULTURES,

LANGUAGE ALONE CAN PRESENT THE LINGUISTICALLY CONDITIONED THOUGHT PATTERNS, THE "REALITY," OF A SPECIFIC CULTURE. LANGUAGE MAY BE INTERPRETED AS A SYSTEM OF MORE OR LESS ACCURATE AND ADEQUATE LABELS THAT EXPRESS OBJECTIVE AND ABSOLUTE "REALITY," OR IT MAY BE THE EXPRESSION AND EMBODIMENT OF HISTORICALLY CONDITIONED "REALITIES" RELATIVE TO EACH LANGUAGE AND CULTURE. HOWEVER, TO ACHIEVE REALISTICALLY DESIRED BETTER INTERNATIONAL UNDERSTANDING, THE LEARNER MUST TREAT EACH HUMAN LANGUAGE AS A CODIFICATION OF A COLLECTIVELY SUBJECTIVE "REALITY," AND MUST GAIN IN THE STUDY OF A FOREIGN LANGUAGE AND LITERATURE AN INTIMATE AND SYMPATHETIC KNOWLEDGE OF THE CONTRASTING "REALITIES" OF OTHER CULTURES THAT SELECT, ORGANIZE, AND EXPRESS EXPERIENCE DIFFERENTLY THAN HE DOES. THIS ARTICLE IS A REPRINT FROM "LIBERAL EDUCATION," VOLUME 51, NUMBER 4, DECEMBER 1965. (AB)

ED 013 029 **FL 000 487**

MACDONALD, R. ROSS

REPORT ON THE INTENSIVE LANGUAGE COURSES FOR THE BLIND, 1960-1966.

GEORGETOWN UNIV., WASHINGTON, D.C.

PUB DATE AUG 66

EDRS PRICE MF-\$0.75 HC-\$7.60 188P.

DESCRIPTORS *AUDIOLINGUAL SKILLS, *BLIND, *INTENSIVE LANGUAGE COURSES, *LANGUAGE RESEARCH, *VOCATIONAL REHABILITATION, AUDIOLINGUAL METHODS, CULTURAL ENRICHMENT, GERMAN, LANGUAGE INSTRUCTION, PHYSICAL FACILITIES, RUSSIAN, SENSORY AIDS, TEST CONSTRUCTION, TRAINING OBJECTIVES, TRANSLATION.

A DETAILED DESCRIPTION IS GIVEN OF AN EXPERIMENT CONDUCTED AT GEORGETOWN UNIVERSITY FROM 1960 TO 1966 IN WHICH SELECTED BLIND STUDENTS, THROUGH INTENSIVE AUDIOLINGUAL LANGUAGE INSTRUCTION, WERE TRAINED TO BROADEN THEIR EMPLOYMENT POTENTIAL. ALTHOUGH ONLY RUSSIAN AND THE TRANSCRIPTION OF ORAL FOREIGN LANGUAGE MATERIALS WERE TAUGHT IN THE PILOT COURSE, IN THE SUBSEQUENT TWO, GERMAN AND INTENSIVE COURSES IN SPECIFIC GOVERNMENT TRANSCRIPTION WORK AND TEACHER TRAINING WERE INTRODUCED. IN ADDITION TO EXTENSIVE DESCRIPTIONS OF THE ORGANIZATIONAL, METHODOLOGICAL, AND SOCIAL FEATURES OF EACH COURSE, THERE IS A DETAILED RECORDING OF THE UNIQUE ASPECTS OF THIS LEARNING SITUATION, INCLUDING SEMINARS, LECTURES, A TYPICAL LESSON PLAN AND EXAMINATION, BIBLIOGRAPHIES OF SOURCES, TEACHER TRAINING CLASSES, TRANSCRIPTION GROUPS, AND RESEARCH IN METHODOLOGY AND TEACHING AIDS. ALSO HIGHLIGHTED AND DESCRIBED IN DETAIL ARE AN INTERVIEW WITH A BLIND SPECIALIST ON TACTUAL AIDS, THE FINDINGS ON TEACHING AIDS CURRENTLY IN USE IN THE U.S., ENGLAND, AND GERMANY, AND THE USES OF SCRIPT AND ENGRAVED LETTERING GUIDES. (AB)

ED 013 030 **FL 000 490**

NAJAM, EDWARD W.

LANGUAGE LEARNING, THE INDIVIDUAL AND THE PROCESS.

PUB DATE JAN 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOLINGUAL METHODS, *CONFERENCES, *INDIVIDUAL STUDY, *PSYCHOLOGY, *SECOND LANGUAGE LEARNING, ENGLISH (SECOND LANGUAGE), FRENCH, GERMAN, INDIAN LANGUAGE PROGRAM, INSTRUCTIONAL MATERIALS, LANGUAGE LABORATORIES, RUSSIAN, SPANISH, TEACHING METHODS.

THE PROCEEDINGS OF THE INDIANAPURDUE FOREIGN LANGUAGE CONFERENCE ON LANGUAGE LEARNING ARE DIVIDED INTO THREE GENERAL CATEGORIES AND INTRODUCED BY DIEKHOF'S SPEECH ADVOCATING TEACHER PARTICIPATION IN THE REVISION OF PROGRAM POLICY TO MEET CONTINUOUS SOCIAL CHANGE. IN THE FIRST SECTION, THE INTERRELATION OF PSYCHOLOGY AND LANGUAGE LEARNING, ARE ARTICLES BY LANE, GARDNER, MORTON, WALSH, AND WERTHEIMER ON TEACHER METHODOLOGY, MOTIVATION IN SECOND LANGUAGE LEARNING, THE LANGUAGE CLASSROOM OF TOMORROW, AND THE LANGUAGE SKILLS. FRENCH, RUSSIAN, GERMAN, ENGLISH, AND SPANISH ARE TREATED SEPARATELY UNDER PART TWO, BUT ARE ALL RELATED TO THE THEME OF METHODS AND MATERIALS USED IN DEVELOPING INDIVIDUALIZED LEARNING. FOR ENGLISH AS A FOREIGN LANGUAGE, NEWMARK AND STEVICK DISCUSS INTERFERENCE IN LANGUAGE LEARNING AND MICROWAVES USED FOR TRANSMITTING LANGUAGE SKILLS. FRENCH IS THE CONCERN OF MARTY AND HARRIS IN THEIR WORKS ON OBJECTIVITY IN FOREIGN LANGUAGE TEACHING AND DEVELOPING READING SKILLS IN AUDIOLINGUALLY TRAINED ADULTS. BIRKMAIER AND SCHERER COVER GERMAN IN THEIR REPORTS ON THE EXTENSION OF THE AUDIOLINGUAL APPROACH AND MORE EFFECTIVE INDIVIDUALIZED LEARNING. FLEXIBLE SCHEDULING AND SECONDARY SCHOOL PROGRAMS FOR RUSSIAN ARE HANDLED BY LIAPUNOV AND BAKER. THE LAST FOUR SPEECHES OF THIS SECTION ARE ON SPANISH IN THE CLASSROOM, IN THE LABORATORY, AND ABROAD, AND ON SPANISH SYNTAX, PREPARED BY DEL OLMO, MORTON, FREEMAN, AND CANNADAY. TWO DISCUSSIONS BY DAVIDSON AND SCHERER AND A POSTSCRIPT BY WILLIAM RILEY PARKER COMPRISE PART THREE, CONCERNED WITH THE FOREIGN LANGUAGE CLASSROOM OF TOMORROW. A SCHEDULE OF EVENTS, A COPY OF THE CONFERENCE PROGRAM, AND A LIST OF PARTICIPANTS ARE INCLUDED IN THE APPENDICES. THIS REPORT OF THE MARCH 11-13, 1965 FOREIGN LANGUAGE CONFERENCE AT INDIANA UNIVERSITY IS AVAILABLE AS PART TWO OF THE "INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS," VOLUME 32, NUMBER 1, JANUARY 1966. IT IS ALSO AVAILABLE AS NUMBER 40 FOR \$4.50 FROM THE RESEARCH CENTER IN ANTHROPOLOGY, FOLKLORE, AND LINGUISTICS, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA, 47403. (SS)

ED 013 031 **FL 000 491**

STERN, H.H.

FOREIGN LANGUAGES IN PRIMARY EDUCATION. CONFERENCE ON THE TEACHING OF FOREIGN OR SECOND LANGUAGES TO YOUNGER CHILDREN (HAMBURG, APRIL 9-14, 1962).

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULT.ORG

PUB DATE 63

EDRS PRICE MF-\$0.50 HC-\$4.04 99P.

DESCRIPTORS *CURRICULUM PROB-

LEMS, *EXPERIMENTAL' PROGRAMS, *FLES PROGRAMS, *RESEARCH PROBLEMS, *SECOND LANGUAGE LEARNING, BILINGUALISM, CONFERENCE REPORTS, COURSE ORGANIZATION, ELEMENTARY SCHOOL STUDENTS, FLES TEACHERS.

THIS REPORT OF AN INTERNATIONAL CONFERENCE OF LANGUAGE TEACHING EXPERTS HELD UNDER THE AUSPICES OF THE UNESCO INSTITUTE OF EDUCATION IN HAMBURG, GERMANY, APRIL 9-14, 1962, REVIEWS THE WHOLE PROBLEM OF SECOND LANGUAGE LEARNING AT THE PRIMARY STAGE OF EDUCATION, AND IDENTIFIES THE PERTINENT, RELATED FIELDS IN NEED OF FURTHER RESEARCH. FOLLOWING A BRIEF DISCUSSION OF ARGUMENTS FOR EARLY SECOND LANGUAGE LEARNING, IT SURVEYS EXTENSIVELY THE RESULTS OF PRACTICAL EXPERIENCE AND PHYSIOLOGICAL AND PSYCHO-EDUCATIONAL RESEARCH THAT STRENGTHEN THE ARGUMENT FOR AN EARLY START. IN THE FINAL SECTION OF GENERAL RECOMMENDATIONS FOR INTRODUCING A LANGUAGE IN PRIMARY SCHOOLS, ARE DISCUSSIONS OF SUCH PROBLEMS AS POLICY AND PLANNING NEEDS, TEACHER AND STUDENT REQUIREMENTS, AND COURSE CONTENT, METHODOLOGY, MATERIALS, CONTINUITY, AND COST. ALSO NOTED THERE, FOR THOSE UNDERTAKING RESEARCH, ARE THE CONSIDERATION OF VARIABLES IN LEARNING SITUATIONS, THE NEED FOR THEORETICAL BACKGROUND FROM RELATED DISCIPLINES, AND A LIST OF SPECIFIC PROBLEMS. THE FOUR APPENDICES THAT PRECEDE AN EXTENSIVE BIBLIOGRAPHY CONTAIN A LIST OF PARTICIPANTS, A SUMMARY OF PRIMARY SCHOOL LANGUAGE TEACHING, A CASE STUDY OF BILINGUALISM, AND NOTES ON DOCUMENTATION AND REPORTS. THIS DOCUMENT IS AVAILABLE FOR \$2.50 FROM THE UNESCO PUBLICATIONS CENTER, 317 EAST 34 STREET, NEW YORK CITY, NEW YORK, 10016. (AB)

ED 013 032 FL 000 493

POLITZER, ROBERT L. BARTLEY, DIANA E.
PRACTICE-CENTERED TEACHER TRAINING, SPANISH-A SYLLABUS FOR THE TRAINING OR RETRAINING OF TEACHERS OF SPANISH.

STANFORD UNIV., CALIF., STANFORD CTR. FOR R. AND D

REPORT NUMBER BR-5-0252-TR-2

PUB DATE MAY 67

EDRS PRICE MF-\$1.00 HC-\$9.56 237P.

DESCRIPTORS *LANGUAGE RESEARCH, *PROGRAM GUIDES, *SPANISH, *TEACHER EDUCATION CURRICULUM, *TEACHING TECHNIQUES, APPLIED LINGUISTICS, AUDIOLINGUAL METHODS, BOOKLISTS, COURSE CONTENT, LANGUAGE TEACHERS, LESSON PLANS, MICROTEACHING, RESEARCH AND DEVELOPMENT CENTERS, TEACHER EVALUATION, TEACHER PROGRAMS, TEACHING METHODS, CONTRACT OEC-6-10-078

THE AIM OF THIS TENTATIVE SYLLABUS FOR TRAINING PROGRAMS FOR TEACHERS OF SPANISH IS TO INTEGRATE MORE CLOSELY THE LANGUAGE PRACTICE, APPLIED LINGUISTICS, AND METHODS ELEMENTS OF THE TRAINING COURSE AND TO RELATE THEM DIRECTLY TO THE PRACTICE ELEMENT BY THE INTRODUCTION OF MICROTEACHING. THE FIRST PART OF THIS FOUR-PART SYLLABUS IS ON APPLIED LINGUISTICS, AND IT OUTLINES THE MAIN FACTS OF SPANISH

STRUCTURE AND VOCABULARY AS WELL AS THE MAIN POINTS OF INTERFERENCE COMING FROM ENGLISH. IT IS PRIMARILY A GUIDE FOR THE PERSON RESPONSIBLE FOR TEACHER TRAINING. PART II, LANGUAGE PRACTICE, IS AN INDEX WHICH CONNECTS THE CHAPTER OUTLINE OF PART I TO A SELECTED NUMBER OF ELEMENTARY AND/OR REVIEW TEXTS AND GRAMMARS USED FOR LANGUAGE REVIEW, AND INCLUDES SOME SECONDARY SCHOOL TEXTS. PART III, THE METHODS SECTION, CALLED "PERFORMANCE CRITERIA," LISTS OBSERVABLE BEHAVIOR OF THE GOOD LANGUAGE TEACHER AND DESCRIBES BRIEFLY HOW TEACHERS CONDUCT VARIOUS CLASSROOM ACTIVITIES. THE CRITERIA CAN BE USED TO EITHER TRAIN OR EVALUATE A LANGUAGE TEACHER. THE LAST SECTION IS A SERIES OF 31 SAMPLE MICROLESSONS WHICH SHOW HOW APPLIED LINGUISTICS KNOWLEDGE OF THE LANGUAGE AND SPECIFIC PERFORMANCE CRITERIA ARE COMBINED INTO PRACTICAL APPLICATION. THE LESSONS CAN BE TAUGHT BY THE TRAINEE OR BY AN EXPERIENCED TEACHER. SEE ED 011 934 FOR THE FRENCH SYLLABUS. (AUTHOR)

ED 013 033 FL 000 494

BROOKS, NELSON
MOTION PICTURES IN TEACHER EDUCATION-IDEAS AND APPLICATIONS IN LANGUAGE INSTRUCTION.

PUB DATE 14 JUN 66

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *SECOND LANGUAGE LEARNING, *SOUND FILMS, *TEACHER EDUCATION, AUDIOVISUAL AIDS, CULTURAL CONTEXT, TEACHING TECHNIQUES.

SOUND MOTION PICTURES, CAREFULLY DEVELOPED AND COORDINATED BY LANGUAGE TEACHERS USING THE INFORMATION FROM SUCH LANGUAGE-RELATED DISCIPLINES AS PHILOSOPHY, LITERATURE, PSYCHOLOGY, LINGUISTICS, AND CULTURAL ANTHROPOLOGY, COULD BE USED EFFECTIVELY IN BOTH LANGUAGE INSTRUCTION AND TEACHER EDUCATION. AFTER AN AVERAGE ACADEMIC THREE-YEAR COURSE IN WHICH THE SUCCESSIVE STEPS TO MASTERING THE LANGUAGE CODE (THE SOUNDS OF LANGUAGE) HAD TAKEN THE LEARNER TO THE POINT OF RECOGNIZED LANGUAGE COMPETENCE, THE SOUND FILM COULD COMPLEMENT INSTRUCTION BY ESTABLISHING APPROPRIATE MEANING TO ACCOMPANY THE LEARNING CODE WITHOUT MAKING IT TRIVIAL OR CONFUSING IT IN THE PROCESS. AT THAT LEVEL, FILMS MIGHT GIVE THE LEARNER AN OPPORTUNITY TO PRACTICE HIS ACQUIRED SKILLS AND MIGHT PRESENT THE LANGUAGE TO HIM IN CULTURAL CONTEXT. IN TEACHER TRAINING, EITHER STAGED OR "LIVE" FILMS THAT HONESTLY DOCUMENTED CLASSROOM PROCEDURES OR EVENTS MIGHT CONTRIBUTE REAL INSIGHT TO LANGUAGE TEACHING TECHNIQUES AND PROBLEMS AND BE IDEAL INSTRUCTIONAL VEHICLES. THIS SPEECH WAS DELIVERED AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY, JUNE 14, 1966. (AB)

ED 013 034 FL 000 495

GODING, STOWELL C.
ISSUES NOW CHALLENGING THE PROFESSION.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *ACADEMIC STANDARDS, *COLLEGE PROGRAMS, *CURRICULUM DEVELOPMENT, *TEACHER EDUCATION, *TEACHER QUALIFICATIONS, EDUCATIONAL OBJECTIVES, FEDERAL LAWS, NATIONAL SURVEYS, PROFESSIONAL ASSOCIATIONS.

DESPITE ADVANCES MADE TOWARD THE CREATION OF A GENUINE PROFESSION, THE RESULTS OF A SURVEY OF LANGUAGE TRAINING PROGRAMS REVEAL THAT A NUMBER OF TRAINING PROBLEMS PERSIST. THE ONE OF UT MOST CONCERN IS THE ADMISSION AND RETENTION OF STUDENTS IN THE PROGRAM ON THE BASIS OF NOT ONLY THEIR SKILLS AND KNOWLEDGE COMPETENCIES, BUT ALSO THEIR PERSONALITIES AND LANGUAGE TEACHING POTENTIAL. A GREAT DEAL OF THE BLAME FOR THE INADEQUATE TRAINING OF SECONDARY SCHOOL TEACHERS OF LANGUAGES CAN BE ATTRIBUTED TO THE INEFFECTIVENESS OF THE UNIVERSITY PROFESSORS WHO ARE RESPONSIBLE FOR TEACHER TRAINING PROGRAMS. NATIONAL CERTIFICATION STANDARDS AND ACCREDITATION OF TEACHER TRAINING PROGRAMS WOULD HELP ELIMINATE FROM THE PROFESSION THE INADEQUATELY TRAINED AND POORLY MOTIVATED LANGUAGE TEACHER. ALTHOUGH PROBLEM AREAS DO REMAIN, THE CREATION OF ERIC AND SUPPORTING PROFESSIONAL ORGANIZATIONS AND THE BREAKTHROUGHS IN LEGISLATION HAVE BEEN SIGNIFICANT STEPS TOWARD THE DEVELOPMENT OF A STRONGER PROFESSION. (AB)

ED 013 035 FL 000 496

BENOIT, LEROY JAMES
REPORT ON THE DEFENSE LANGUAGE INSTITUTE.

PUB DATE 29 DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *ENGLISH (SECOND LANGUAGE), *INTENSIVE LANGUAGE COURSES, *MILITARY PERSONNEL, *SECOND LANGUAGE LEARNING, AUTOINSTRUCTIONAL PROGRAMS, COURSE OBJECTIVES, COURSE ORGANIZATION, DEFENSE LANGUAGE INSTITUTE, FOREIGN STUDENTS, INSTRUCTIONAL MATERIALS, LANGUAGE PROGRAMS, PROFESSIONALISM.

A SUMMARY IS GIVEN OF THE LANGUAGE TRAINING ACTIVITIES OF THE DEFENSE LANGUAGE INSTITUTE, ESTABLISHED IN 1963 TO TEACH THE GLOBAL LANGUAGE REQUIREMENTS OF THE DEPARTMENT OF DEFENSE TO U.S. MILITARY PERSONNEL AND ENGLISH TO FOREIGN ALLIED MILITARY PERSONNEL. THE REPORT DESCRIBES THE AUDIOLINGUAL METHODOLOGY AND APPROACH USED IN ITS INTENSIVE TRAINING PROGRAMS IN 65 LANGUAGES AT ITS CENTERS IN MONTEREY, CALIFORNIA AND WASHINGTON, D.C., AND IN CONTRACTED INSTITUTIONS. ALSO SUPPLIED IS INFORMATION ABOUT ENGLISH LANGUAGE PROGRAMS CONDUCTED IN 48 COUNTRIES FOR MILITARY STUDENTS WHO WILL ATTEND U.S. MILITARY SCHOOLS OR WHO MUST KNOW HOW TO OPERATE AND MAINTAIN EQUIPMENT EXPORTED UNDER THE MILITARY PROGRAM. GENERAL COMMENTS ARE MADE ABOUT EFFORTS TO PROVIDE EFFECTIVE SUPPORT FOR LANGUAGE TRAINING--(1) BY INVOLVING FACULTY IN PROGRAMS DESIGNED TO INCREASE PROFESSIONAL EFFECTIVENESS, (2) BY KEEPING INFORMED OF THE LATEST DEVELOPMENTS IN THE

PROFESSION, AND (3) BY COOPERATING IN LINGUISTICS MATTERS WITH CIVILIAN, GOVERNMENT, AND INTERNATIONAL ORGANIZATIONS. IN ADDITION, THE REPORT REFERS TO THE DEVELOPMENT OF PROGRAMS OF INSTRUCTION AND MATERIALS FOR ITS REGULAR LANGUAGE COURSES, BASIC CONVERSATIONAL MATERIALS FOR OVERSEAS PROGRAMS, AND A PROTOTYPED EXPERIMENTAL SELF-INSTRUCTIONAL COURSE IN FRENCH. THIS SPEECH WAS DELIVERED AT MODERN LANGUAGE ASSOCIATION ANNUAL MEETING, CHICAGO, DECEMBER 29, 1968. (AB)

ED 013 036 FL 000 502

BOUNIOI, EILEEN C.
LANGUAGE CAMPS IN THE UNITED STATES.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *ELEMENTARY SCHOOL STUDENTS, *SECOND LANGUAGE LEARNING, *SECONDARY SCHOOL STUDENTS, *STATE SURVEYS, *SUMMER PROGRAMS, CULTURAL ENVIRONMENT, LANGUAGE INSTRUCTION.

A SUMMARY IS GIVEN OF AN INFORMAL SURVEY MADE OF STATE FOREIGN LANGUAGE SUPERVISORS TO DETERMINE THE EXTENT AND NATURE OF LANGUAGE CAMPS IN THE UNITED STATES. DATA FROM QUESTIONNAIRES RETURNED BY THE SUPERVISORS REVEALED INFORMATION ABOUT THE NAMES AND LOCATIONS OF 12 SUMMER CAMPS, PERTINENT DETAILS OF EACH PROGRAM, SPONSORING INSTITUTIONS, DATES HELD, AND THE NAMES AND ADDRESSES OF DIRECTORS. THIS ARTICLE APPEARED IN "THE DFL BULLETIN," VOLUME 6, NUMBER 4, MAY 1967, PAGES 5-8. (AB)

ED 013 037 FL 000 503

WILKE, GERHARD M.
ASUMMER LANGUAGE ACTIVITY SCHOOL.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *CURRICULUM ENRICHMENT, *INTENSIVE LANGUAGE COURSES, *MODERN LANGUAGES, *SECONDARY SCHOOLS, *SUMMER PROGRAMS, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, CULTURAL ENRICHMENT, ESEA, FRENCH, GERMAN, LANGUAGE SKILLS, MASSACHUSETTS, MLA CO-OPERATIVE FOREIGN LANGUAGE TESTS, SPANISH, SPRINGFIELD PUBLIC SCHOOLS, TEACHER AIDES.

ELEMENTARY AND SECONDARY SCHOOL ACT FUNDS SUPPORTED A SPRINGFIELD, MASSACHUSETTS, PUBLIC SCHOOLS' SUMMER ACTIVITY DESIGNED TO PROVIDE INTENSIVE LANGUAGE TRAINING IN FRENCH, GERMAN, AND SPANISH FOR 56 SELECTED STUDENTS. THE 6-HOUR DAILY SCHEDULE INCLUDED TWO HOURS DEVOTED TO ORAL EXPRESSION, TWO TO LITERATURE STUDY, AND TWO TO CULTURE-ORIENTED CREATIVE EXPRESSION AND RECREATIONAL ACTIVITIES. THE USE OF THE LANGUAGE LABORATORY AND AUDIOVISUAL MATERIALS WERE PLANNED EXTENSIONS OF THE CLASSROOM ACTIVITIES. NATIVE AIDES IN THE CLASSES SERVED AS SOURCES FOR CULTURAL ENRICHMENT AND ASSISTED THE STUDENTS, WHO SPOKE ONLY THE TARGET LANGUAGE AT ALL TIMES, WITH THEIR CONVERSATION

AND WRITING. STUDENTS WERE ABLE TO COMPLETE A FULL YEAR'S ACADEMIC WORK, EITHER THE FIRST OR SECOND LEVEL, EXTENDED THEIR CULTURAL AND LINGUISTIC OPPORTUNITIES, AND, MOST IMPORTANT, SIGNIFICANTLY INCREASED THEIR ORAL FLUENCY AND WRITING ABILITY. THIS ARTICLE APPEARED IN "THE DFL BULLETIN," VOLUME 6, NUMBER 4, MAY 1967, PAGES 8-11. (AB)

ED 013 038 FL 000 505

ROEMING, ROBERT F.
THE PREDICTABILITY OF LANGUAGE LEARNING RESULTS.
FEDERATION INTERNAT. DES PROF. DE LANGUES VIVANTES
PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *LEARNING THEORIES, *SECOND LANGUAGE LEARNING, *STUDENT MOTIVATION, *TEACHER ROLE, *TRAINING OBJECTIVES, APTITUDE, COMMUNICATION (THOUGHT TRANSFER), LANGUAGE ABILITY, TEACHING METHODS.

IF LANGUAGE CAN BE CONSIDERED AS ONE FORM AMONG SEVERAL BY MEANS OF WHICH MEANING CAN BE CONCEIVED AND TRANSFERRED, THEN IT FOLLOWS THAT LANGUAGE TEACHING SHOULD LEAD ABOVE ALL TO THE FACILE TRANSFER OF MEANING. ACCEPTANCE OF THIS CONCEPT WILL INFLUENCE THE CHOICE OF METHODS AND MATERIALS BEST SUITED TO YIELD THIS RESULT. THE TEACHER'S PURPOSE IS TO AID THE LEARNER TO EFFECT CHANGES IN HIMSELF BY DEMONSTRATING WHAT IT IS POSSIBLE FOR HIM TO DO, ACHIEVE, OR BECOME BY LEARNING A SECOND LANGUAGE. LEARNING ACTIVITIES MUST BE LINKED TO GOALS THAT ARE STUDENT-CENTERED RATHER THAN TEACHER-ORIENTED. "SCIENTIFIC" APTITUDE TESTS, BASED NOT ON LANGUAGE BUT ON LINGUISTICS, CANNOT BE CONSIDERED TOO SERIOUSLY IN PREDICTING A STUDENT'S SUCCESS IN SECOND-LANGUAGE LEARNING. A STUDENT WHO ATTACHES VERY LIMITED MEANING TO WORDS AND EXPRESSIONS WHICH DESCRIBE HIS PHYSICAL ENVIRONMENT OR ABSTRACT CONCEPTS IN HIS NATIVE LANGUAGE IS NOT LIKELY TO PROMISE SUCCESS AT SECOND-LANGUAGE LEARNING ON THE BASIS OF A TEST. IN ORDER FOR A STUDENT TO GAIN A PROFICIENCY COMMENSURATE WITH HIS INTELLECTUAL ABILITY, NOT ONLY MUST HE POSSESS THE WILL TO UNDERGO CHANGE, BUT ALSO HIS LEARNING EXPERIENCE MUST BE GEARED TO HIS OWN LEVEL, AND IT MUST BE PATTERNED, EVALUATED, AND INTEGRATED WITH HIS PERSONAL-SOCIAL ADJUSTMENT. THIS PAPER WAS DELIVERED AT THE INTERAMERICAN CONGRESS OF LINGUISTICS, PHILOLOGY, AND LANGUAGE TEACHING, MONTEVIDEO, URUGUAY, JANUARY 4-13, 1966. THE ARTICLE APPEARED IN "CONTACT," NUMBER 9, DECEMBER 1966, PAGES 2-11. (JH)

ED 013 039 FL 000 506

BAUER, ERIC W.
APPROACHES TO A REDEFINITION OF LANGUAGE LEARNING.
FEDERATION INTERNAT. DES PROF. DE LANGUES VIVANTES
PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *AUDIOLINGUAL METH-

ODS, *CONTRASTIVE LINGUISTICS, *LEARNING PROCESSES, *LINGUISTIC THEORY, *PSYCHOLINGUISTICS, CULTURAL CONTEXT, LANGUAGE RESEARCH, LEARNING THEORIES, SECOND LANGUAGE LEARNING, TRANSFORMATION THEORY (LANGUAGE).

MANY ATTEMPTS HAVE BEEN MADE TO DEFINE "AUDIO-LINGUAL METHOD" FROM THE POINTS OF VIEW OF TWO COMPETING THEORIES OF LEARNING, THE BEHAVIORISTIC AND THE COGNITIVE. NONE HAS SUCCEEDED IN DEFINING SOME OF THE SPECIFIC TENETS TO BE ESTABLISHED FOR LANGUAGE LEARNING AS REQUIRED BY AN IMPROVED THEORY OF LANGUAGE LEARNING. A FLEXIBLE AND PROGRESSIVE APPROACH IS NEEDED, WHICH IS OPEN TO NEW DEVELOPMENTS AND CAN INCORPORATE AND ACCOUNT FOR RECENT RESEARCH IN SUCH AREAS AS (1) A REDEFINITION OF THE RELATIONSHIP, ORDER, AND SEQUENCE OF THE ENCODING AND DECODING PROCESSES OF LANGUAGE LEARNING, (2) THE EFFECTIVENESS OF CONTRASTIVE ANALYSIS IN LANGUAGE TEACHING, (3) SOUND DISCRIMINATION, AND (4) MEMORY SPAN. SUGGESTIONS FOR EFFECTIVE CONTROL OF IMPROVED AUDIO-LINGUAL PROGRAMS INCLUDE RECOMMENDATIONS ON THE TEACHING OF SPEECH PATTERNS, VOCABULARY, DRILL SENTENCES, AND GRAMMATICAL DISCRIMINATION, AS WELL AS STATEMENTS ON GENERAL PRINCIPLES OF METHOD, STRUCTURATION OF THE TEXT, AND CORRELATION BETWEEN TEACHING TEXT AND PATTERN PRACTICE. A BIBLIOGRAPHY IS INCLUDED. THIS ARTICLE APPEARED IN "CONTACT," NUMBER 9, DECEMBER 1966, PAGES 11-18. (JH)

ED 013 040 48 FL 000 507

FUCILLA, JOSEPH G.
THE TEACHING OF ITALIAN IN THE UNITED STATES, A DOCUMENTARY HISTORY.
AMERICAN ASSN. OF TEACHERS OF ITALIAN

REPORT NUMBER BR-5-1276

PUB DATE 67

EDRS PRICE MF-\$1.25 HC-\$12.00 300P.

DESCRIPTORS *HISTORICAL REVIEWS, *ITALIAN, *LANGUAGE ENROLLMENT, *LANGUAGE INSTRUCTION, *UNITED STATES HISTORY, COLLEGE LANGUAGE PROGRAMS, FLES PROGRAMS, PRIVATE SCHOOLS, PROFESSIONAL ASSOCIATIONS, SECOND LANGUAGE LEARNING, SECONDARY SCHOOLS, SPECIAL PROGRAMS, STUDY ABROAD.

CONTRACT OEC-5-14-034
THIS STUDY IS DESIGNED TO GIVE A WELL-ROUNDED AND CONTINUOUS HISTORY OF THE TEACHING OF ITALIAN IN THE UNITED STATES. AFTER PRESENTING A BRIEF PICTURE OF EARLY BRITISH INTEREST IN ITALY AND ITALIAN, THE REPORT TRACES THE CONSEQUENT DEVELOPMENT OF THE STUDY OF ITALIAN IN THE STATES FROM THE COLONIAL PERIOD TO THE PRESENT DAY. AREAS DISCUSSED IN OUTLINING THIS HISTORICAL DEVELOPMENT ARE (1) LANGUAGE KNOWLEDGE AND STUDY DURING THE COLONIAL PERIOD, (2) PRIVATE INSTRUCTION FROM 1775 TO 1861, (3) THE 19TH CENTURY ITALOPHILIA OF THE AMERICAN INTELLECTUAL ELITE, AND (4) THE STUDY OF ITALIAN IN ACADEMIES FROM 1820 TO 1860. MORE THOROUGH DESCRIPTIONS OF ITALIAN STUDY AT THE ELEMENTARY AND PUBLIC HIGH SCHOOL LEVELS AND IN THE COLLEGES AND UNIVERSITIES INCLUDE LISTS OF SCHOOLS OR

INSTITUTIONS WHERE STUDENTS HAVE BEEN REGISTERED IN ITALIAN COURSES. AMONG THE ITEMS THAT CONCLUDE THE DOCUMENT ARE ACCOUNTS OF FOUR PROFESSIONAL ORGANIZATIONS FOR ITALIAN TEACHERS, TWO SPECIAL COURSES IN THE LANGUAGE, AND OPPORTUNITIES FOR STUDY IN ITALY. THIS DOCUMENT IS AVAILABLE FOR \$6.00 FROM PROFESSOR JOSEPH LAGGINI, SECRETARY-TREASURER OF THE AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN, RUTGERS UNIVERSITY, NEW BRUNSWICK, N.J. 08903. (AB)

ED 013 041 24 FL 000 508
NEWMARK, GERALD AND OTHERS
 A FIELD TEST OF THREE APPROACHES TO THE TEACHING OF SPANISH IN ELEMENTARY SCHOOLS.
 CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
 REPORT NUMBER CRP-D-177
 PUB DATE 66
 EDRS PRICE MF-\$1.75 HC-\$18.44 459P.

DESCRIPTORS *FLES, *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *PROGRAM DEVELOPMENT, *SPANISH, AUDIOLINGUAL SKILLS, COURSE OBJECTIVES, METHODOLOGY, PERT, PROGRAMED INSTRUCTION, STUDENT ATTITUDES, TELEVISED INSTRUCTION, TESTS, CONTRACT OEC-4-10-272

TO HELP ADMINISTRATORS PLAN A SPANISH PROGRAM, AN 18-MONTH PROJECT WAS CONDUCTED TO EVALUATE THREE DIFFERENT METHODS OF TEACHING SPANISH TO SIXTH GRADERS. FOR THIS EVALUATION, SUCH INDEPENDENT VARIABLES AS STUDENT, TEACHER, CLASSROOM, AND DISTRICT WERE CONSIDERED, ALONG WITH DEPENDENT VARIABLES OF STUDENT ACHIEVEMENT IN DIFFERENT SKILLS. PART I OF THIS REPORT MEASURES THE THREE METHODS-TELEVISION INSTRUCTION, PROGRAMED INSTRUCTION, AND AUDIOLINGUAL INSTRUCTION BY A SPECIALLY TRAINED FOREIGN LANGUAGE TEACHER-TO DETERMINE IF THEIR OBJECTIVES WERE ACHIEVED. PART II COVERS CONCLUSIONS ABOUT THESE THREE METHODS BASED ON THE DATA COLLECTED, AND INCLUDES RECOMMENDATIONS TO SCHOOL DISTRICTS AND COURSE DEVELOPERS. COURSE OBJECTIVES, DATA ON STUDENT PERFORMANCE, SAMPLE QUESTIONNAIRES, AND REPORT FORMS ARE FOUND IN THE APPENDICES. THERE ARE 144 TABLES THROUGHOUT THIS REPORT TO CLARIFY EVERY ASPECT OF THE PROJECT. ALSO INCLUDED IS A PROGRAM EVALUATION AND REVIEW TECHNIQUE ANALYSIS THAT REPLACES BAR CHARTS WITH A NETWORK TO SHOW THE INTER-RELATIONSHIPS AMONG THE ACTIVITIES THAT LED TO THE COMPLETION OF THE PROJECT. (SS)

ED 013 042 FL 000 511
NEY, JAMES W.
 WRITING ORAL DRILLS.
 PUB DATE 66
 EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *CONTRASTIVE LINGUISTICS, *MATERIAL DEVELOPMENT, *MODERN LANGUAGES, *PATTERN DRILLS (LANGUAGE), AUDIOLINGUAL SKILLS, COURSE OBJECTIVES, GRAMMAR, INTONATION, PRONUNCIATION INSTRUCTION, SECOND LANGUAGE LEARNING, SUBSTITUTION DRILLS, TEACHING TECHNIQUES, TRANSFORMATIONS (LANGUAGE).

ALL ORAL LANGUAGE DRILLS MAY BE

SEPARATED INTO TWO TYPES-(1) MIMEM OR MIMICRY MEMORIZATION DRILLS OR (2) PATTERN PRACTICE DRILLS. THESE TWO LARGER CATEGORIES CAN BE SUB-DIVIDED INTO A NUMBER OF OTHER TYPES, SUCH AS TRANSFORMATION AND SUBSTITUTION DRILLS. THE USE OF ANY PARTICULAR TYPE DEPENDS ON THE PURPOSE TO WHICH THE DRILL IS PUT. IN ANY CASE, EACH DRILL SHOULD BE DESIGNED SO THAT IT CONTRASTS STRUCTURES AND SOUND SEQUENCES WHICH ARE DIFFICULT FOR THE STUDENT. THE WRITER OF ORAL PATTERN PRACTICE DRILLS SHOULD APPROACH HIS TASK IN MUCH THE SAME FASHION AS THE WRITER OF A PROGRAMED TEXTBOOK BUILT ON THE MODEL OF A SKINNERIAN LINEAR PROGRAM WOULD APPROACH HIS. THE STRUCTURAL LINGUISTS HAVE GENERALLY USED CONTRASTIVE ANALYSIS AS A GUIDE FOR ORDERING THE MATERIAL FOR DRILLS. THE TRANSFORMATIONIST WOULD USE A LOGICAL ORDERING FOLLOWING THE ORDERING OF A THEORETICAL GRAMMAR. MOST AUDIOLINGUAL DRILLS HAVE BEEN CRITICIZED BECAUSE THEY MAKE THE TASK OF LEARNING A LANGUAGE A MECHANICAL TASK, AND THEY ARE DEATHLY BORING. ALTHOUGH THE FIRST OF THESE CRITICISMS MIGHT NOT BE READILY MET WITHIN THE FRAMEWORK OF THE AUDIOLINGUAL TEACHING PROCEDURE, THE SECOND OF THESE CAN BE MET BY CUEING DRILLS TO LITERARY MATERIALS. DRILLS BASED ON THIS ASSUMPTION HAVE BEEN WRITTEN AND USED WITH SOME SUCCESS IN THE ENGLISH LANGUAGE CENTER OF THE MICHIGAN STATE UNIVERSITY. (AUTHOR)

ED 013 043 FL 000 515
HOWE, ELLIOT C.
 ARTICULATION OF FOREIGN LANGUAGE INSTRUCTION IN UTAH.
 UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY, UTAH
 REPORT NUMBER MONOGR-3
 PUB DATE MAR 67
 EDRS PRICE MF-\$0.25 HC-\$2.00 48P.

DESCRIPTORS *ARTICULATION (PROGRAM), *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *PROGRAM COORDINATION, *PROGRAM IMPROVEMENT, COLLEGE LANGUAGE PROGRAMS, FLES, HIGH SCHOOLS, JUNIOR HIGH SCHOOLS, LANGUAGE LEARNING LEVELS, UTAH STATE BOARD OF EDUCATION.

THE FIVE DIVISIONS OF THIS MONOGRAPH ARE DEVOTED TO THE DIFFICULTIES OF ESTABLISHING SUCCESSFUL ARTICULATION IN PRESENT FOREIGN LANGUAGE PROGRAMS. PARTS I AND II ARE A DESCRIPTION OF THE PROBLEMS AND SUGGESTED SOLUTIONS AS VIEWED BY A FLES TEACHER, A JUNIOR HIGH SCHOOL TEACHER, A SENIOR HIGH SCHOOL TEACHER, AND A COLLEGE TEACHER. ADDITIONAL VIEWPOINTS OF A PRINCIPAL, A HIGH SCHOOL COUNSELOR, AND AN ASSISTANT SUPERINTENDENT ARE EXPRESSED IN PART III AS A MEANS OF AVOIDING A ONE-SIDED APPROACH TO THE PROBLEM OF ARTICULATION. PART IV IS AN OUTLINE OF THE REACTIONS TO A SYMPOSIUM ON ARTICULATION BY THE TEACHERS WHOSE REPORTS ON THE SAME TOPIC APPEAR IN PARTS I AND II. GIVING A TOTAL PICTURE OF THE PROBLEM OF ARTICULATION IS A SPEECH BY LESTER MCKIM, PRESENTED IN PART V, IN WHICH HE DISCUSSES THE PLANNING AND IMPROVEMENT OF SE-

QUENTIAL LANGUAGE LEARNING FROM KINDERGARTEN THROUGH COLLEGE. (SS)

ED 013 044 48 FL 000 517
PIMSLEUR, PAUL AND OTHERS
 PRELIMINARY DISCRIMINATION TRAINING IN THE TEACHING OF FRENCH PRONUNCIATION.

CALIFORNIA UNIV., LOS ANGELES
 REPORT NUMBER NDEA-VI-79
 PUB DATE 15 NOV 61

EDRS PRICE MF-\$0.50 HC-\$2.72 66P.

DESCRIPTORS *DISCRIMINATION LEARNING, *FRENCH, *LANGUAGE LABORATORIES, *LANGUAGE RESEARCH, *PRONUNCIATION INSTRUCTION, ACOUSTIC PHONETICS, CONTRASTIVE LINGUISTICS, LANGUAGE LABORATORY USE, SECOND LANGUAGE LEARNING, SECONDARY SCHOOL STUDENTS, SPEECH SKILLS, CONTRACT OEC-SAE-8950

A NEED TO DETERMINE THE VALUE OF PRELIMINARY DISCRIMINATION TRAINING IN INCREASING THE EFFECTIVENESS OF LANGUAGE LABORATORY PRACTICE ON THE PRONUNCIATION OF FRENCH SOUNDS HAS RESULTED IN THIS STUDY. DESCRIBED IN CHAPTER 2 ARE ELEVEN PILOT STUDIES, INVOLVING MORE THAN 1,000 STUDENTS, THAT PERMITTED THE DEVELOPMENT OF MATERIALS, TRAINING PROCEDURES, AND METHODS OF EVALUATION NEEDED FOR THE MAJOR EXPERIMENTATION. FOLLOWING A DISCUSSION OF THE PROBLEMS OF DEFINING AND TESTING DISCRIMINATION, TRAINING DISCRIMINATION, EVOKING STUDENT ORAL RESPONSES, AND JUDGING PRONUNCIATION, THE REPORT EXPLAINS THE THREE CONTROLLED MAJOR EXPERIMENTS CARRIED OUT TO TEST THE MAJOR HYPOTHESIS OF THE PROJECT. FOR EACH, THERE IS A CLARIFICATION OF THE EXPERIMENT'S HYPOTHESIS, SUBJECTS, DESIGN, LANGUAGE LABORATORY FACILITIES, PROCEDURES AND MATERIALS, SCORING, DISCRIMINATION TEST, AND RESULTS. CITED IN THE ANALYSIS OF THE EXPERIMENTAL FINDINGS ARE THE CONCLUSIONS THAT DISCRIMINATION TRAINING DID RENDER MEASURABLY MORE EFFECTIVE SUBSEQUENT LANGUAGE LABORATORY PRACTICE IN THE CASE OF THE PHONEMIC PROBLEM OF DISTINGUISHING AMONG THE FRENCH SOUNDS "EN" ... "ON" ... "AIM," BUT NO SUCH MARKED IMPROVEMENT WAS NOTED IN THE CASE OF THE PHONETIC PROBLEM PRESENT IN THE FRENCH "CHAUD" VERSUS THE AMERICAN "SHOW." LISTED AMONG THE CONCLUDING REMARKS ARE A NUMBER OF IMPLICATIONS SUGGESTED BY THE EXPERIMENTATION AND A BIBLIOGRAPHY OF REFERENCES. THREE APPENDICES INCLUDE MATERIALS USED IN THE THREE EXPERIMENTS AND AN ARTICLE BY PIMSLEUR ON PROGRAMING ACOUSTIC DISCRIMINATORY SKILLS. (AB)

ED 013 045 08 FL 000 518
GREEN, RUSSELL F. MARTINEZ, JUAN N.
 STANDARDIZATION OF A SPANISH LANGUAGE ADULT INTELLIGENCE SCALE. FINAL REPORT.

PUERTO RICO UNIV., RIO PIEDRAS
 REPORT NUMBER BR-5-0081
 PUB DATE MAR 67

EDRS PRICE MF-\$1.00 HC-\$10.36 257P.

DESCRIPTORS *ADULT EDUCATION, *INTELLIGENCE TESTS, *LANGUAGE RESEARCH, *SPANISH, *TEST CONSTRUCTION, ITEM ANALYSIS, PREDICTIVE VALIDITY, PROYECTO EIWA, PUERTO RICO, RESEARCH CRITERIA, STATISTICAL DATA,

TEST RELIABILITY, TESTING PROGRAMS, WAIS PROJECT, WECHSLER ADULT INTELLIGENCE SCALE, CONTRACT OEC-3-10-128

A NEED FOR AN ADEQUATELY DEVELOPED AND STANDARDIZED INTELLIGENCE SCALE IN THE WHOLE OF LATIN AMERICA RESULTED IN THE WAIS PROJECT WHOSE AIM WAS TO TRANSLATE INTO SPANISH, ADAPT TO SPANISH CULTURE, AND STANDARDIZE THE WECHSLER ADULT INTELLIGENCE SCALE IN PUERTO RICO. FOLLOWING A DISCUSSION OF THE FOUR GENERAL GOALS, THE PROJECT REPORT OUTLINES THE NINE PHASES BY WHICH THE GOALS WERE ACCOMPLISHED. IN THE SECTION THAT FOLLOWS, THE RESULTS OF THE STATISTICAL ANALYSES, SUPPORTED BY NUMEROUS TABLES, ARE PRESENTED IN DETAIL. DATA COVER (1) ANALYSES OF THE TOTAL POPULATION REPRESENTED, (2) THE GUATEMALA EXTENSION OF THE PROJECT, (3) THE DEVELOPMENT OF THE NEW MANUAL, (4) THE STANDARDIZATION SAMPLE OF THE TOTAL POPULATION REPRESENTED, (5) THE PROBLEM OF PREDICTING THE RATE OF CHANGE OF IQ AND THE NEED FOR AUTOMATIC ADJUSTMENT OF NORMS OR RESTANDARDIZATION, AND (6) THE PREDICTION OF NORMS FROM A RELATIVELY SMALL SAMPLE. A DISCUSSION OF THE SERIOUS QUESTIONS THAT CAN BE RAISED ABOUT THE QUALITY OF THE TEST PRECEDES A SECTION CONTAINING CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS. EXTENSIVE APPENDICES INCLUDE A SPANISH TRANSLATION OF THE TEST MANUAL AND A PAPER ON RANDOM SAMPLING FROM TOTAL POPULATIONS. (AB)

ED 013 046 48 FL 000 519

LADO, ROBERT

MASSIVE VOCABULARY EXPANSION IN A FOREIGN LANGUAGE BEYOND THE BASIC COURSE—THE EFFECTS OF STIMULI, TIMING, AND ORDER OF PRESENTATION. FINAL REPORT.

GEORGETOWN UNIV., WASHINGTON, D.C. REPORT NUMBER BR-5-1095
PUB DATE JUN 67

EDRS PRICE MF-0.75 HC-07.24 179P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *MULTISENSORY LEARNING, *SPANISH, *TIME FACTORS (LEARNING), *VOCABULARY DEVELOPMENT, EXPERIMENTAL TEACHING, LANGUAGE RESEARCH, SECOND LANGUAGE LEARNING, SECONDARY SCHOOLS, STATISTICAL DATA, UNDERGRADUATE STUDY, VERBAL STIMULI, VISUAL STIMULI, GRANT OEG-6-14-021

THE IDENTIFICATION OF THE OPTIMAL COMBINATION OF STIMULI AND THEIR TIMING FOR LARGE INCREASES IN RECOGNITION VOCABULARY IN A FOREIGN LANGUAGE AFTER STUDENTS HAVE MASTERED THE BASIC STRUCTURE OF THE LANGUAGE WAS THE SUBJECT OF RESEARCH UNDERTAKEN WITH STUDENTS ENROLLED AT THE GEORGETOWN UNIVERSITY SCHOOL OF LANGUAGES AND LINGUISTICS. FOLLOWING A SURVEY OF THE PROBLEM, OBJECTIVES, AND RELATED RESEARCH, THE REPORT DISCUSSES THE GENERAL METHODS FOLLOWED IN NINE EXPERIMENTS. THE REPORT CONSIDERS IN DETAIL THE SPECIFIC PROCEDURES, ANALYSES, AND FINDINGS FOR EACH EXPERIMENT AND SUPPORTS EACH WITH A TABLE OF STATISTICAL FINDINGS. THE WHOLE EXPERIMENTAL SERIES DEALT CUMULATIVELY WITH THREE COMPLEX VARIABLES—EXP-

SESSION, DENOTATION, AND CONTEXT—PLUS ORDER AND MODES OF PRESENTATION OF THEIR ELEMENTS, E.G., (1) LISTENING VS. READING, (2) NATIVE LANGUAGE VS. TARGET LANGUAGE READING VS. LISTENING, AND (3) PICTURE, SENTENCE, AND OTHER CONTEXTUAL CLUES. ANALYSES OF THE FINDINGS INCLUDE SEVEN GENERAL CONCLUSIONS, IMPLICATIONS FOR VOCABULARY EXPANSION AND LEARNING RESEARCH, RECOMMENDATIONS, A SUMMARY OF THE RESEARCH, AND A LIST OF REFERENCES. IN THE EXTENSIVE APPENDICES ARE (1) LISTS OF SYMBOLS, (2) VOCABULARY ITEMS, (3) INSTRUCTIONS, ADMINISTRATIVE FORMAT, AND TESTING MATERIALS FOR EACH EXPERIMENT, (4) QUESTIONNAIRES BASED ON APTITUDE, ATTITUDE, AND DEBRIEFING, AND (5) A GENERAL BIBLIOGRAPHY. (AB)

ED 013 047 FL 000 520

STREVEANS, PETER

RECENT BRITISH DEVELOPMENTS IN LANGUAGE TEACHING.

PUB DATE 23 APR 65

EDRS PRICE MF-0.25 HC-00.48 10P.

DESCRIPTORS *EDUCATIONAL CHANGE, *INSTRUCTIONAL IMPROVEMENT, *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, AUDIOLINGUAL METHODS, AUDIOVISUAL INSTRUCTION, COLLEGE LANGUAGE PROGRAMS, FLES PROGRAMS, GOVERNMENT ROLE, GREAT BRITAIN, LINGUISTICS, MODERN LANGUAGE CURRICULUM, PROFESSIONAL ASSOCIATIONS.

GREAT BRITAIN'S LANGUAGE TEACHING PROFESSION HAS BECOME INVOLVED IN RESOLVING THE NEW DEMANDS PUT ON THE PROFESSION BY THE GREAT SOCIAL AND ECONOMIC CHANGES OF THE PAST 25 YEARS. THE FIRST OF THE TWO MAIN TRENDS OF THIS REVOLUTION CONCERNS ORGANIZATION. MOST RADICAL AMONG THE CHANGES IN THIS AREA HAVE BEEN (1) THE DEVELOPMENT, IN THE NEW UNIVERSITIES, OF DEPARTMENTS OF LITERATURE RESPONSIBLE FOR TEACHING LITERATURE IN MANY LANGUAGES AND OF LANGUAGE CENTERS RESPONSIBLE FOR BOTH THE STUDY AND TEACHING OF LANGUAGES, (2) THE EXPLOSIVE GROWTH OF FLES PROGRAMS IN STATE-MAINTAINED SCHOOLS, AND (3) THE INVOLVEMENT OF PROFESSIONAL, GOVERNMENT, AND PRIVATE ORGANIZATIONS IN THE INFORMATIONAL AND RESEARCH COMMITMENTS OF THE GROWING PROFESSION. THE SECOND TREND IN THE REVOLUTION RELATES TO THE INCREASED EMPHASIS ON LINGUISTICS AND THE GROWING ACCEPTANCE OF AUDIOLINGUAL METHODS, COUPLED WITH THE POSSIBLE REINFORCEMENT OF AUDIOVISUAL AIDS, IN THE TEACHING OF LANGUAGES. THIS PAPER WAS DELIVERED AT THE 16TH GEORGETOWN ROUND TABLE ON LINGUISTICS AND LANGUAGE TEACHING, MARCH 1965. (AB)

ED 013 048 FL 000 521

ORNSTEIN, JACOB LADO, ROBERT

RESEARCH IN FOREIGN LANGUAGE TEACHING METHODOLOGY.

PUB DATE MAR 67

EDRS PRICE MF-0.25 HC-00.76 17P.

DESCRIPTORS *LANGUAGE LABORATORIES, *LANGUAGE RESEARCH, *RESEARCH REVIEWS (PUBLICATIONS), *SECOND LANGUAGE LEARNING, *TEACHING METHODS, AUTOINSTRUCTIONAL AIDS,

EDUCATIONAL RESEARCHERS, LABORATORY EQUIPMENT, METHODOLOGY, MODERN LANGUAGES, PROGRAMED INSTRUCTION.

A SELECTIVE REVIEW OF CURRENT RESEARCH PROJECTS AND PUBLICATIONS, MAINLY FROM THE UNITED STATES, ON THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES REVEALS MANY IMPORTANT SOURCES FOR FURTHER RESEARCH AND DOCUMENTATION ON MANY PROBLEMS. THE NEED TO SUMMARIZE, CLASSIFY, AND CLARIFY IS URGENT. AMONG CURRENT RESEARCH, TWO BASIC TYPES ARE DISTINGUISHABLE—THOSE CONCERNED WITH BROAD-SCALE COMPARISONS OF TWO METHODS OR SYSTEMS OF TEACHING, AND THOSE WHICH CONCENTRATE ON A SPECIFIC LIMITED PROBLEM. THE SAME DICHOTOMY IS EVIDENT IN THE RESEARCH UNDERTAKEN TO DETERMINE THE SPECIAL ROLE OF THE LANGUAGE LABORATORY IN TEACHING. AN ANALYSIS OF RESULTS OF METHODOLOGICAL RESEARCH IN THE SOVIET UNION, FRANCE, AND GERMANY UNDERLINES THE ADVANTAGES TO BE GAINED FROM AN INTIMATE COLLABORATION AMONG RESEARCHERS ON BOTH SIDES OF THE ATLANTIC. MANY EXTREMELY PROMISING RESEARCH PROBLEMS ARE IN NEED OF A CONCERTED AND INTERDISCIPLINARY ATTACK, AIDED BY THE RICH TECHNOLOGICAL RESOURCES NOW AT OUR DISPOSAL. AMONG SEVERAL PROPOSED TARGETS OF INVESTIGATION ARE (1) A STUDY OF THE APPROPRIATE AMOUNTS AND ORDER OF EXPOSURE TO THE FOUR ACTIVITIES OF LISTENING, SPEAKING, READING, AND WRITING, (2) RESEARCH ON THE EFFECTIVENESS OF VARIOUS TYPES OF VISUAL AIDS FOR SPECIFIC ELEMENTS OF LEARNING, AND (3) INVESTIGATION OF NEEDS IN LEXICOGRAPHY IN ORDER TO STIMULATE THE PRODUCTION OF IMPROVED GLOSSARIES AND DICTIONARIES FOR STUDENT USE. THIS ARTICLE APPEARED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 5, NUMBER 1, MARCH 1967, PAGES 11-25. (JH)

ED 013 049 48 FL 000 522

AN EXPLORATORY STUDY IN TEACHING WORLD HISTORY IN GERMAN.

COMMON SCHOOL DIST. JOINT NO. 16, SUSSEX, WIS.

REPORT NUMBER BR-5-8023

EDRS PRICE MF-0.25 HC-01.16 27P.

DESCRIPTORS *EXPERIMENTAL TEACHING, *GERMAN, *LANGUAGE RESEARCH, *SECONDARY SCHOOLS, *WORLD HISTORY, NDEA TITLE VI, STATISTICAL DATA, SUSSEX, TEACHING TECHNIQUES, WISCONSIN, CONTRACT OEC-6-10-178

IN SUSSEX, WISCONSIN, AN EXPERIMENT INVOLVING THREE GROUPS, ONE EXPERIMENTAL AND TWO CONTROL, WAS UNDERTAKEN TO DETERMINE THE EXTENT TO WHICH THE COORDINATE STUDY OF GERMAN AND WORLD HISTORY CAN BE EFFECTIVE IN THE MORE RAPID MASTERY OF GERMAN. THE EXPERIMENTAL GROUP DEVOTED ONE HOUR TO THE EXPERIMENTAL WORLD HISTORY COURSE TAUGHT IN GERMAN AND ANOTHER HOUR TO THE REGULAR GERMAN II COURSE. THE FIRST CONTROL GROUP WAS ENROLLED IN SECOND YEAR GERMAN AND SERVED AS THE CONTROL IN LANGUAGE COMPETENCY AGAINST WHICH THE ACHIEVEMENT IN GERMAN OF THE EXPERIMENTAL GROUP WAS

MEASURED. THE SECOND CONTROL GROUP PURSUED THE TRADITIONAL WORLD HISTORY COURSE AND SERVED AS THE CONTROL IN HISTORY. THE RESULTS SHOW THAT THE EXPERIMENTAL GROUP GAINED IN LANGUAGE COMPETENCY OVER THE FIRST CONTROL GROUP AND DID NOT MANIFEST ANY APPRECIABLE LOSS OF KNOWLEDGE OF HISTORICAL INFLUENCE IN RELATION TO THE SECOND CONTROL GROUP. INCLUDED ARE GRAPHS INDICATING THE COMPARATIVE ACHIEVEMENT OF THE THREE GROUPS AT DIFFERENT STAGES OF THE EXPERIMENT, TABLES OF CONCLUSIVE DATA, AND A SAMPLE OF CLASS REACTIONS TO THE EXPERIMENT. (AUTHOR)

ED 013 050 FL 000 523

KURLAND, NORMAN D.
MLA PROFICIENCY TESTS—POSSIBILITIES FOR FUTURE USES.
PUB DATE DEC 63
EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *LANGUAGE PROFICIENCY, *MODERN LANGUAGES, *STANDARDIZED TESTS, *TEACHER CERTIFICATION, *TEACHER EDUCATION, ADVANCED PLACEMENT, INDEPENDENT STUDY, MLA PROFICIENCY TESTS, NEW YORK STATE EDUCATION DEPARTMENT, TESTING.

THE MODERN LANGUAGE ASSOCIATION PROFICIENCY TESTS PROVIDE THE NEW YORK STATE DEPARTMENT OF EDUCATION WITH AN ALTERNATIVE WAY OF JUDGING THE COMPETENCY OF POTENTIAL FOREIGN LANGUAGE TEACHERS WHO MAY LACK COLLEGE CREDIT OR WHO HAVE FOREIGN DEGREES. ON THE NATIONAL LEVEL, THESE TESTS CAN HELP RAISE THE LEVEL OF LANGUAGE INSTRUCTION BY SETTING MINIMUM COMPETENCY REQUIREMENTS FOR THOSE IN TEACHER TRAINING PROGRAMS, PROVIDING STATES WITH A BASIS FOR ESTABLISHING MINIMUM COMPETENCY REQUIREMENTS FOR CERTIFICATION, SERVING AS A BASIS FOR AWARDED ADVANCED PLACEMENT AND CREDIT IN COLLEGE, AND ENCOURAGING GREATER INDEPENDENT STUDY AND USE OF AUTOINSTRUCTIONAL PROCEDURES. (SS)

ED 013 051 FL 000 524

ROCKLYN, EUGENE H.
THE DEVELOPMENT AND TEST OF A SPECIAL PURPOSE FOREIGN LANGUAGE TRAINING CONCEPT.
PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.
DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE PROGRAMS, *LANGUAGE RESEARCH, *MILITARY PERSONNEL, *VERBAL COMMUNICATION, ALEXANDRIA, AUTOINSTRUCTIONAL METHODS, CHINESE, EXPERIMENTAL GROUPS, HUMAN RESOURCES RESEARCH OFFICE, LEARNING MOTIVATION, PROGRAMED INSTRUCTION, RUSSIAN, TRAINING OBJECTIVES.

THIS ARTICLE TRACES THE ORIGIN AND EVALUATION OF A SPECIAL FOREIGN LANGUAGE TRAINING CONCEPT THAT EVOLVED OUT OF A SPECIFIC MILITARY NEED TO INTERROGATE NEWLY CAPTURED PRISONERS OF WAR TO ACQUIRE IMMEDIATE TACTICAL INFORMATION. THROUGH AN INITIAL FEASIBILITY STUDY, A REASONABLE SET OF VERBAL MATERIALS WAS SELECTED AS COURSE CONTENT, AND A SELF-INSTRUCTIONAL COURSE WAS DESIGNED AND EVALUATED FAVORABLY. FURTHER RESEARCH

DEVELOPED OPERATIONAL COURSES IN RUSSIAN AND MANDARIN CHINESE THAT SATISFIED THE MILITARY NEED AND MET THE ADMINISTRATIVE CONSTRAINTS OF THE SYSTEM. THE BULK OF THE ARTICLE CONTAINS DISCUSSIONS OF THE TRAINING CONCEPT, THE RESEARCH PROCEDURE, LESSON STRUCTURE, AND SOME IMPLICATIONS FOR A GENERAL FOREIGN LANGUAGE TRAINING CONCEPT AND METHODOLOGY. THIS ARTICLE APPEARED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 5, NUMBER 1, MARCH 1967, PAGES 27-36. (AB)

ED 013 052 64 FL 000 525

MYERS, M. KEITH
AUDIO-LINGUAL SELF-INSTRUCTION IN RUSSIAN. EARLHAM COLLEGE SELF-INSTRUCTION PROJECT, A REPORT OF DEVELOPMENTAL RESEARCH.
PUB DATE JAN 62

EDRS PRICE MF-\$0.50 HC-\$4.88 120P.

DESCRIPTORS *AUTOINSTRUCTIONAL PROGRAMS, *LANGUAGE RESEARCH, *PROGRAMED TEXTS, *RUSSIAN, *WORKBOOKS, COURSE DESCRIPTIONS, INDIANA, NDEA TITLE VII, POST TESTING, PRETESTING, PRONUNCIATION INSTRUCTION, TAPE RECORDINGS, TRANSLATION, VOCABULARY, WORD RECOGNITION, GRANT OEG-7-24-0090-026-3

AN AUDIOLINGUAL, SELF-INSTRUCTIONAL COURSE IN RUSSIAN, AS DESCRIBED HERE, CAN SERVE TO COORDINATE THE COMPLEX INTERACTION BETWEEN STUDENT, TEACHER, AND WORKBOOK. THE USE OF A PROGRAMED WORKBOOK AND TAPED MATERIALS IS DISCUSSED IN PART I, GIVING CONSIDERATION TO SUCH FACTORS AS COURSE PROCEDURES, CONVERSATION TAPES, PRONUNCIATION, AND READING. THE DIFFICULTY OF DEVELOPING AN AUTOINSTRUCTIONAL COURSE BECAUSE INDIVIDUAL PACE VARIES IS REFLECTED IN PART II WHERE SAMPLE PRETESTS, POSTTESTS, AND SETS OF SCORES ARE GIVEN. THE FINAL SECTION CONSISTS OF A 100-PAGE NOTEBOOK WHICH WAS USED TO DEVELOP THE COMPREHENSION, SPEAKING, AND WRITING OF 438 RUSSIAN WORDS BY PRESENTING THE TARGET VOCABULARY IN RUSSIAN PRINT, ITALIC, MANUSCRIPT, AND THE ENGLISH EQUIVALENT. (SS)

ED 013 053 FL 000 528

WOODRUFF, MELBA D.
GUIDELINES—SOME AGREEMENTS ABOUT THE TEACHING-LEARNING OF MODERN LANGUAGES.
OHIO STATE UNIV., COLUMBUS, SCHOOL OF EDUCATION

REPORT NUMBER MOD-LANG-STUD-BULL-3

PUB DATE MAY 65

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *COURSE OBJECTIVES, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORY USE, *MODERN LANGUAGE CURRICULUM, ARTICULATION (PROGRAM), EDUCATIONAL TELEVISION, GUIDELINES, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL MATERIALS, SECOND LANGUAGE LEARNING, TEACHER QUALIFICATIONS, A STUDY GROUP OF ADMINISTRATORS, SUPERVISORS, AND TEACHERS FROM OHIO PUBLIC SCHOOLS COOPERATED WITH STAFF FROM THE COLLEGE OF EDUCATION OF THE STATE UNIVERSITY IN DEVELOPING THIS BULLETIN ABOUT

GOOD PRACTICES IN THE TEACHING AND LEARNING OF MODERN FOREIGN LANGUAGES. THE DOCUMENT DESCRIBES, IN GENERAL TERMS, THE FEATURES OF A WELL-PLANNED, ARTICULATED AUDIOLINGUAL LANGUAGE PROGRAM AS A PART OF GENERAL EDUCATION. THE FOCUS IS ON SUCH ELEMENTS IN THE DEVELOPMENT OF AN EFFECTIVE FOREIGN LANGUAGE CURRICULUM AS SCHEDULING, LEARNING LEVELS, TEACHING GUIDELINES, TEACHER PREPARATION, AND THE FOREIGN LANGUAGE COORDINATOR. A DISCUSSION OF THE LANGUAGE LABORATORY INCLUDES INFORMATION ABOUT THE PLANNING, PRODUCTION, AND USE OF REINFORCEMENT AND TESTING TAPES. REFERENCE IS MADE ALSO TO THE USE OF TELEVISION IN FOREIGN LANGUAGE PROGRAMS. (AB)

ED 013 054 FL 000 530

GOROSCH, MAX
TEACHING BY TELEPHONE, AN EXPERIMENT IN LANGUAGE TEACHING.
PUB DATE JUL 67

EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *LANGUAGE SKILLS, *MODERN LANGUAGES, *PRONUNCIATION INSTRUCTION, *TEACHING TECHNIQUES, *TELEPHONE INSTRUCTION, AUTOINSTRUCTIONAL MATERIALS, ENGLISH (SECOND LANGUAGE), LANGUAGE INSTRUCTION, LANGUAGE PROFICIENCY, SPECIAL PROGRAMS, TAPE RECORDINGS, TEACHER EDUCATION.

PROFICIENCY IN ENGLISH IS A REQUIREMENT IN SWEDEN FOR VOCATIONAL SCHOOL TEACHERS. TEACHING BY TELEPHONE WAS EXPERIMENTED WITH IN AN ATTEMPT TO CREATE A RESERVE OF THESE TEACHERS WHO WOULD MEET THE REQUIRED PROFICIENCY LEVEL. CANDIDATES WHO PASSED AN INITIAL PROFICIENCY TEST FOLLOWED A COURSE FOR FOUR MONTHS IN WHICH SELF-INSTRUCTIONAL BOOKS WITH TAPES WERE USED, SUPPLEMENTARY MATERIALS WERE STUDIED, AND 15 TO 20 MINUTE TELEPHONE LESSONS WERE GIVEN EACH SECOND WEEK. THIS ARTICLE DESCRIBES, WITH SPECIFIC DETAILS, THE OBJECTIVES OF THE COURSE, THE INITIAL AND FINAL TESTS OF LANGUAGE SKILLS, THE BASIC COURSE MATERIALS, AND THE PROCEDURES AND CONTENT OF THE TELEPHONE LESSONS. THE RESULTS OF THE TELEPHONE COURSE ARE EVALUATED IN TERMS OF THEIR PRACTICAL APPLICABILITY, THE DEVELOPMENT OF THE TEST, AND THE ATTITUDES OF THE PARTICIPANTS. THERE WAS SOME NOTICEABLE GAIN IN PRONUNCIATION FEATURES, AND ALTHOUGH ADVANCEMENT WAS UNEQUAL AMONG THE PARTICIPANTS, SEVERAL FOUND, DESPITE THE UNNATURAL SITUATION WITH THE TELEPHONE, THAT THE TELEPHONE CALLS SERVED AS A GOOD STIMULUS FOR PREPARING THE SELF-INSTRUCTIONAL COURSE. THIS ARTICLE APPEARED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 5, NUMBER 2-3, JULY 1967, PAGES 123-139. (SS)

ED 013 055 FL 000 532

REPORTS OF PARTICIPANT COMMITTEES OF THE NDEA FOREIGN LANGUAGE LEADERSHIP INSTITUTE (CENTRAL WASHINGTON STATE COLLEGE, SUMMER 1966).

PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$3.28 80P.

DESCRIPTORS *LEADERSHIP RESPONSIBILITY, *LEADERSHIP TRAINING, *MODERN LANGUAGES, *SCHOOL COMMUNITY RELATIONSHIP, *SUPERVISORY METHODS, ADVANCED PROGRAMS, FLES, NDEA LANGUAGE INSTITUTES, PROGRAM EVALUATION, SECONDARY SCHOOLS, STUDENT EVALUATION, SUPERVISOR QUALIFICATIONS, TEACHER EVALUATION.

COMMITTEES WERE SET UP AT A FOREIGN LANGUAGE LEADERSHIP INSTITUTE AND ASSIGNED TO REPORT ON DIFFERENT PROBLEM AREAS OF LANGUAGE TEACHING. IN THE FIRST REPORT, "COMMUNICATION LEADS TO UNDERSTANDING," THE PROBLEMS INVOLVED WITH GAINING COMMUNITY SUPPORT AT THE START OF A NEW LANGUAGE PROGRAM AND THE WAY SCHOOLS SHOULD HANDLE THESE PROBLEMS ARE DISCUSSED. THE FOREIGN LANGUAGE SUPERVISOR IS THE TOPIC OF THE NEXT REPORT IN WHICH HIS MAJOR RESPONSIBILITIES ARE DISCUSSED UNDER SUCH HEADINGS AS PERSONNEL, CURRICULUM, AND CONTINUING TEACHER EDUCATION. ANOTHER REPORT SETS UP A CHECKLIST FOR EVALUATING EVERY ASPECT OF A FLES PROGRAM AND THEN OUTLINES THE IMPORTANT FACTORS THAT DETERMINE A STRONG FOREIGN LANGUAGE PROGRAM IN THE JUNIOR HIGH SCHOOL. FOLLOWING THIS ARE TWO OTHER REPORTS IN WHICH GUIDELINES ARE OFFERED FOR THE DEVELOPMENT OF A LANGUAGE PROGRAM FOR GRADES 7 TO 12, AND SUGGESTIONS ARE MADE ABOUT THE METHODS AND MATERIALS TO BE USED FOR ADVANCED LANGUAGE COURSES. FINALLY, THE GOALS OF TEACHING A FOREIGN LANGUAGE ARE DISCUSSED TO ENABLE OTHERS, EITHER DIRECTLY OR INDIRECTLY INVOLVED, TO UNDERSTAND AND EVALUATE A LANGUAGE PROGRAM. (SS)

ED 013 056 FL 000 544

GILLERS, LILLIAN M. AND OTHERS
ITALIAN IN THE ELEMENTARY SCHOOLS.
NEW YORK CITY BOARD OF EDUCATION,
BROOKLYN, N.Y.
REPORT NUMBER NYC-CURR-BULL-1965-
66-SER-9

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$4.24 104P.

DESCRIPTORS *COURSE OBJECTIVES, *FLES GUIDES, *FLES PROGRAMS, *ITALIAN, *TEACHING TECHNIQUES, FLES, INSTRUCTIONAL MATERIALS, LANGUAGE LEARNING LEVELS, LANGUAGE SKILLS, NEW YORK CITY, TESTING.

THE FIRST PART OF THIS CURRICULUM GUIDE FOR SUPERVISORS AND ELEMENTARY SCHOOL TEACHERS OF ITALIAN IS DEVOTED TO AN EXPLANATION OF THE PHILOSOPHY, OBJECTIVES, COURSE CONTENT, AND METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS. IN THE SECOND PART, THE TOPICS TO BE TAUGHT ARE DEVELOPED IN DETAIL. EACH TOPIC FOR THE FIRST, SECOND, AND THIRD YEAR OF INSTRUCTION IN ITALIAN IS DISCUSSED ACCORDING TO INTRODUCTION, SUGGESTED PROCEDURES, VOCABULARY AND SPEECH PATTERNS, AND ACTIVITIES. SONGS, POEMS, AND GAMES ARE ALSO GIVEN FOR EACH OF THE TOPICS DISCUSSED. THE BASIS FOR THIS GUIDE IS A MODIFIED AUDIOLINGUAL APPROACH IN WHICH THE TEACHING OF CULTURE IS ADVOCATED ALONG WITH THE SUGGESTED TECHNIQUES FOR DEVELOPING AND TESTING THE LISTENING, SPEAKING, READING,

AND WRITING SKILLS. A BIBLIOGRAPHY OF CURRICULUM BULLETINS, CONFERENCE REPORTS, BOOK LISTS, AND OTHER SOURCES IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK. PUBLICATIONS SALES OFFICE, 110 LIVINGSTON STREET, BROOKLYN, NEW YORK, 11201. (SS)

ED 013 057

FL 000 547

AXELROD, JOSEPH

FROM UNDERGRADUATE STUDENT TO PROFESSIONAL TEACHER. AN ASSESSMENT OF THE NDEA INSTITUTES FOR UNDERGRADUATES PREPARING TO BECOME ELEMENTARY OR SECONDARY TEACHERS OF MODERN FOREIGN LANGUAGES.

MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, N.Y.

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$2.72 66P.

DESCRIPTORS *LANGUAGE PROFICIENCY, *MODERN LANGUAGES, *PRESERVICE EDUCATION, *TEACHER EDUCATION CURRICULUM, *TEACHER QUALIFICATIONS, COLLEGE STUDENTS, CURRICULUM DEVELOPMENT, FLES TEACHERS, INSTITUTES (TRAINING PROGRAMS), NDEA LANGUAGE INSTITUTES, QUESTIONNAIRES, SECONDARY SCHOOL TEACHERS.

A STUDY WAS MADE OF SEVEN NDEA INSTITUTES, GIVEN IN THE SUMMERS OF 1965 AND 1966 FOR UNDERGRADUATES PREPARING TO BE FOREIGN LANGUAGE TEACHERS, TO DETERMINE IF THESE INSTITUTES ARE AN EFFECTIVE SUPPLEMENT TO COLLEGE LANGUAGE PROGRAMS. INFORMATION SOURCES FOR THE STUDY WERE INSTITUTE DIRECTORS AND THEIR STAFF, VISITORS' OBSERVATIONS, AND QUESTIONNAIRES. A SUMMARY OF THE QUESTIONNAIRE DATA, RELATED TO THE INSTITUTES AND HOME CAMPUSES, IS PRESENTED UNDER THE HEADINGS LANGUAGE SKILLS, FOREIGN CULTURE, LINGUISTICS, AND METHODOLOGY. THE DATA AND THEIR IMPLICATIONS ARE ASSESSED. A SAMPLE OF THE QUESTIONNAIRE, DETAILED RESPONSE DATA, AND 22 PAGES OF FREE COMMENTS FROM THE RESPONDENTS ARE INCLUDED IN THE APPENDIXES. (SS)

ED 013 058

FL 000 552

CROOK, DOROTHEA J. SIMCHES, SEYMOUR O.

INTERDISCIPLINARY RESEARCH SEMINAR IN PSYCHOLINGUISTICS.

TUFTS UNIV., MEDFORD, MASS.

PUB DATE 61

EDRS PRICE MF-\$0.50 HC-\$3.68 90P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *PSYCHOLINGUISTICS, *PSYCHOLOGICAL STUDIES, *SECOND LANGUAGE LEARNING, BIBLIOGRAPHIES, CONFERENCE REPORTS, FLES, PSYCHOMETRICS, TUFTS UNIVERSITY.

CONTRACT OEC-SAE-9494

COOPERATION AMONG THE FOREIGN LANGUAGE SPECIALIST, THE PSYCHOLOGIST, AND THE EDUCATION SPECIALIST IS ESSENTIAL TO SUCCESSFUL RESEARCH IN THE QUEST FOR MORE EFFECTIVE METHODS OF LANGUAGE TEACHING. EIGHT PAPERS, PRESENTED AT A TUFTS UNIVERSITY SEMINAR DURING THE SUMMER OF 1961, ARE COLLECTED HERE IN A FINAL REPORT AND RELATE EACH PARTICIPATING MEMBER'S SPECIAL FIELD TO THE PROBLEMS OF FOREIGN LANGUAGE LEARNING AND INS-

TRUCTION. REPRESENTING THE PSYCHOLOGY DEPARTMENT ARE PAPERS ON "PSYCHO-ACOUSTICS OF SPEECH" BY A. WILLIAM MILLS, "LEARNING THEORY, LANGUAGE DEVELOPMENT, AND LANGUAGE LEARNING" BY BERNARD W. HARLESTON, "ONTOGENETIC DEVELOPMENT OF LANGUAGE" BY DOROTHEA E. JOHANSEN, "SEMANTIC AND SYNTACTIC DEVELOPMENT" BY ZELLA LURIA, AND "PSYCHOMETRICS IN SECOND LANGUAGE LEARNING" BY A. LUCILLE PALUBINSKAS. "RESEARCH ON FOREIGN LANGUAGE INSTRUCTION" IS BY DANIEL W. MARSHALL OF THE EDUCATION DEPARTMENT. FROM THE ROMANCE LANGUAGES AND CLASSICS DEPARTMENTS ARE PAPERS ON "A PSYCHOLINGUISTIC RATIONALE FOR FLES" BY SEYMOUR O. SIMCHES AND JOSEPHINE R. BRUNO AND "STRUCTURAL LINGUISTICS" BY FRANK P. JONES. THE PAPERS ALSO GIVE SUGGESTIONS FOR AREAS IN NEED OF FURTHER RESEARCH AND INCLUDE BIBLIOGRAPHIES. (SS)

ED 013 059

JC 660 066

ULMER, ROLAND CURTIS

A COMPARISON OF THE CLASSROOM ACHIEVEMENT OF EVENING AND DAY STUDENTS IN COLLEGE COURSES.

FLORIDA ST. UNIV., TALLAHASSEE, GRADUATE SCHOOL

PUB DATE APR 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *DAY PROGRAMS, *EVENING PROGRAMS, *JUNIOR COLLEGES, ACADEMIC PERFORMANCE, ACHIEVEMENT GAINS, AGE GROUPS, COMPARATIVE ANALYSIS, PROGRAM EVALUATION.

THE ACHIEVEMENT OF STUDENTS IN DAY SECTIONS OF SIX JUNIOR COLLEGE COURSES WAS COMPARED WITH THAT OF STUDENTS IN PARALLEL EVENING SECTIONS OF THE SAME COURSES. IN A SECOND PHASE OF THE STUDY, THE ACHIEVEMENT OF STUDENTS UNDER 21 YEARS OF AGE WAS COMPARED WITH THAT OF STUDENTS AT LEAST 21 YEARS OLD. ACHIEVEMENT GAINS WERE MEASURED BY COMPARISON OF RESULTS OF A PRETEST WITH EVALUATIONS MADE AT 6-WEEK INTERVALS. IN GENERAL, EVENING STUDENTS PERFORMED AT LEAST AS WELL AS THEIR DAY CLASS COUNTERPARTS, REGARDLESS OF WHETHER ACHIEVEMENT WAS MEASURED BY TEACHER-CONSTRUCTED OR STANDARDIZED TESTS. YOUNG LOW-ABILITY STUDENTS IN THE EVENING CLASSES PERFORMED BETTER THAN CORRESPONDING STUDENTS IN THE DAY CLASSES. THIS DISSERTATION IS AVAILABLE AS DOCUMENT NO. 65-9419 FOR \$3.00 ON MICROFILM OR \$4.80 IN XEROGRAPHIC COPY FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48107. (AD)

ED 013 060

JC 670 095

RISSE, JOHN J.

CREATIVITY AND SCHOOL GRADES, AND I.T.O.C. RESULTS FOR THREE SAMPLES OF COLLEGE STUDENTS.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *ACADEMIC PERFORMANCE, *CREATIVITY, *JUNIOR COLLEGES, *TESTING, CREATIVITY RESEARCH, PREDICTIVE ABILITY (TESTING).

TWO SERIES OF TESTS WERE CONDUCTED TO DETERMINE THE SIGNIFICANCE

AND MEASURABILITY OF CREATIVITY. IN THE FIRST SERIES, THE GROUP TEST OF CREATIVITY DEVELOPED BY RISSER AND METFESSEL WAS GIVEN TO 426 SEVENTH GRADE STUDENTS AT ELIOT JUNIOR HIGH SCHOOL IN PASADENA, CALIFORNIA. THE CORRELATION BETWEEN THE CREATIVE ABILITIES MEASURED AND THE STUDENTS' SCHOLASTIC ACHIEVEMENT WAS SIGNIFICANTLY GREATER THAN THAT BETWEEN THEIR MEASURED IQ'S AND THEIR SCHOLASTIC ACHIEVEMENT. IN THE SECOND SERIES, THE INDIVIDUAL TEST OF CREATIVITY DEVELOPED BY RISSER AND METFESSEL WAS GIVEN TO 28 ART STUDENTS AND 21 ENGLISH STUDENTS AT PASADENA CITY COLLEGE WHO HAD BEEN IDENTIFIED AS "CREATIVE" BY THEIR INSTRUCTORS. THE ENGLISH STUDENTS SCORED SIGNIFICANTLY HIGHER ON TWO OF THE SIX VERBAL TESTS. THE ART STUDENTS SCORED SIGNIFICANTLY HIGHER ON TWO OF THE PERFORMANCE TESTS. A CONTROL GROUP OF 31 PSYCHOLOGY STUDENTS SCORED SIGNIFICANTLY LOWER THAN THE "CREATIVE" STUDENTS ON SEVEN OF THE 12 TESTS. (AD)

ED 013 061 **JC 670 115**
TANIS, NORMAN E. AND OTHERS
GUIDELINES FOR ESTABLISHING JUNIOR COLLEGE LIBRARIES.
PUB DATE NOV 63
EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *JUNIOR COLLEGES, *LIBRARY FACILITIES, *LIBRARY MATERIALS, COLLEGE LIBRARIES, EDUCATIONAL PLANNING, LIBRARY GUIDES, LIBRARY SPECIALISTS, LIBRARY STANDARDS, PLANNING.
IN ORDER TO AID JUNIOR COLLEGE OFFICIALS IN PLANNING NEW LIBRARIES, A COMMITTEE OF EXPERIENCED LIBRARIANS HAS OUTLINED A SERIES OF PROCEDURES TO BE FOLLOWED IN LIBRARY DEVELOPMENT. THE GUIDELINES INCLUDE STEPS TO BE TAKEN BEFORE A LIBRARIAN IS APPOINTED, STEPS TO BE TAKEN AFTER APPOINTMENT, DEVELOPMENT OF THE LIBRARY COLLECTION PRIOR TO THE BEGINNING OF INSTRUCTION, BUDGET FOR THE LIBRARY, PLANNING THE LIBRARY BUILDING, AND COOPERATION WITH NEIGHBORING LIBRARIES. THIS ARTICLE WAS PUBLISHED IN "COLLEGE AND RESEARCH LIBRARIES," VOLUME 24, NOVEMBER 1963. (AL)

ED 013 062 **JC 670 292**
GRAVES, LAWRENCE E.
AN INVESTIGATION OF THREE APPROACHES TO THE TEACHING OF THE IBM 82 SORTER.
PUB DATE 10 DEC 66
EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *DATA PROCESSING, *EDUCATIONAL EQUIPMENT, *INSTRUCTIONAL DESIGN, *INSTRUCTIONAL MATERIALS, *JUNIOR COLLEGES, CLASSROOM MATERIALS, CLASSROOM TECHNIQUES, EVALUATION TECHNIQUES, LABORATORY EQUIPMENT.
THE OPERATION OF THE IBM 82 SORTER WAS TAUGHT TO THREE GROUPS OF STUDENTS IN THREE DIFFERENT 2-HOUR SESSIONS. THE GROUPS WERE STATISTICALLY EQUATED ON THE BASIS OF THE STUDENT'S SCORES ON THE SCAT AND IBM MACHINE OPERATORS TESTS. A "STANDARD CLASSROOM" METHOD (INVOLVING A LECTURE AND SUCH AIDS AS A CHALKBOARD AND HAND-OUTS) WAS

FOLLOWED IN INSTRUCTING THE FIRST ("A") GROUP. AN "OVERHEAD PROJECTOR" METHOD WAS FOLLOWED IN INSTRUCTING THE SECOND ("B") GROUP. A "HANDS-ON" METHOD (IN WHICH THE STUDENTS ACTUALLY OPERATED THE SORTER) WAS FOLLOWED IN INSTRUCTING THE THIRD ("C") GROUP. LEARNING WAS MEASURED BY COMPARING THE STUDENTS' PERFORMANCE ON PRE- AND POST-TESTS OF 20 MULTIPLE-CHOICE QUESTIONS. GROUPS A AND C PERFORMED ABOUT EQUALLY WELL, GROUP B SIGNIFICANTLY LESS WELL. INVESTING IN SORTERS AND OVERHEAD PROJECTORS TO TEACH THE SUBJECT THEREFORE SEEMS UNNECESSARY. (A STATISTICAL ANALYSIS OF THE CHARACTERISTICS OF THE SAMPLE GROUPS AND A DISCUSSION OF SOME OF THE DETAILS AND LIMITATIONS OF THE STUDY ARE INCLUDED.) (AD)

ED 013 063 **JC 670 318**
MCBRIDE, WILMA
THE JAMES MADISON WOOD QUADRANGLE, STEPHENS COLLEGE, COLUMBIA, MISSOURI.
STEPHENS COLL., COLUMBIA, MO.
EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *AUDIOVISUAL CENTERS, *EDUCATIONAL FACILITIES, *INNOVATION, *JUNIOR COLLEGES, *STUDY FACILITIES, COLUMBIA, INSTRUCTIONAL MATERIALS CENTERS, MISSOURI.
THE JAMES MADISON WOOD QUADRANGLE AT STEPHENS COLLEGE IS A COMPLEX OF BUILDINGS DESIGNED TO MAKE POSSIBLE A FLEXIBLE EDUCATIONAL ENVIRONMENT. A LIBRARY HOUSES A GREAT VARIETY OF AUDIO-VISUAL RESOURCES AND BOOKS. A COMMUNICATION CENTER INCORPORATES TELEVISION AND RADIO FACILITIES, A FILM PRODUCTION STUDIO, AND AUDIO-VISUAL FACILITIES. THE LEARNING CENTER, ALL LEARNING AREAS OF THE EXISTING CAMPUS, AND THE COMMUNICATION CENTER ARE CONNECTED BY AUDIO LINES WHICH PERMIT COMMUNICATION BETWEEN THESE FACILITIES. A VARIETY OF FULLY-EQUIPPED CLASSROOMS, AUDITORIUMS, AND MULTI-PURPOSE AREAS ADDS TO THE FLEXIBILITY OF THE COMPLEX AS A WHOLE. (AD)

ED 013 064 **JC 670 399**
PURVES, ALAN C.
WHAT IS ACHIEVEMENT IN LITERATURE.
PUB DATE MAR 67
EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *EDUCATIONAL OBJECTIVES, *EVALUATION NEEDS, *JUNIOR COLLEGES, *LITERATURE APPRECIATION, ENGLISH INSTRUCTION, LITERARY DISCRIMINATION, LITERATURE.
EFFECTIVE INSTRUCTION AND EVALUATION IN LITERATURE STUDY DEPEND UPON PRECISE DEFINITION OF BEHAVIORAL OBJECTIVES. BECAUSE OF EASE IN TEACHING AND EVALUATION, CURRICULUM AND TESTING IN LITERATURE ARE DOMINATED BY COGNITIVE SKILLS OF CONTENT RECALL AND RECOGNITION, CLASSIFICATION, ANALYSIS, AND INTERPRETATION. TEACHERS TEND TO CONCENTRATE ON LITERARY FACT RATHER THAN ON READER RESPONSE OR "ENGAGEMENT" OF STUDENT AND LITERARY WORK. THE IMPORTANT GOALS, WHICH SHOULD BE THE STARTING POINT, ARE IN THE AREA OF EVALUATION AND LEAD ULTIMATELY TO DEVELOPMENT OF GEN-

ERALIZED ATTITUDES, TASTE AND JUDGMENT. IF THE STUDENT BEGINS WITH A STUDY OF HIS OWN RESPONSE TO LITERATURE, ATTAINMENT OF THE COGNITIVE OBJECTIVES WILL NECESSARILY FOLLOW. (AL)

ED 013 065 **JC 670 418**
MCCONNELL, T.R. AND OTHERS
JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS-APPRAISAL AND DEVELOPMENT. A REPORT TO CARNEGIE CORPORATION, NOVEMBER, 1965.
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
PUB DATE NOV 65
EDRS PRICE MF-\$1.75 HC-\$17.44 434P.

DESCRIPTORS *COUNSELING SERVICES, *JUNIOR COLLEGES, *STUDENT PERSONNEL SERVICES, *STUDENT PERSONNEL WORK, ADMINISTRATIVE ORGANIZATION, COUNSELING PROGRAMS, PROGRAM EVALUATION, RESEARCH PROBLEMS, STUDENT PROBLEMS.

RESPONSIBILITY FOR RESPONDING TO GROUP AND INDIVIDUAL NEEDS OF STUDENTS USUALLY RESTS WITH STUDENT PERSONNEL PROGRAMS, WHICH CONSIST OF SERIES OF RELATED FUNCTIONS DESIGNED TO SUPPORT THE INSTITUTIONAL PROGRAM, RESPOND TO STUDENT NEEDS, AND FOSTER INSTITUTIONAL DEVELOPMENT. THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE ADEQUACY OF FULFILLMENT OF THIS COMMITMENT. OBJECTIVES INCLUDED (1) ANALYSIS OF THE CULTURAL CONTEXT IN WHICH JUNIOR COLLEGES OPERATE, (2) DEFINITION OF CRITICAL NEEDS IN RESEARCH, (3) APPRAISAL OF TRAINING NEEDS AND RESOURCES FOR STAFFING PROGRAMS, (4) EXPLORATION OF DEVELOPMENTAL POTENTIALITIES WITHIN SELECTED JUNIOR COLLEGES, (5) APPRAISAL OF CURRENT PROGRAMS AND STAFF RESOURCES, AND (6) FORMULATION OF A SERIES OF RECOMMENDATIONS FOR STRENGTHENING JUNIOR COLLEGE PERSONNEL PROGRAMS IN THE FUTURE. WHEN MEASURED AGAINST CRITERIA OF SCOPE AND EFFECTIVENESS, STUDENT PERSONNEL SERVICES WERE FOUND TO BE INADEQUATE. RECOMMENDATIONS IN THE REPORT PERTAIN TO THE RECRUITMENT AND TRAINING OF STUDENT PERSONNEL WORKERS AND DEFINITION OF CRITERIA FOR APPRAISAL OF SERVICES. COLLEGES IN VARIOUS REGIONS OF THE COUNTRY WITH THE STRONGEST PROGRAMS HAVE BEEN SELECTED TO SERVE AS DEMONSTRATION AND DEVELOPMENT CENTERS. (CLEARINGHOUSE DOCUMENT NUMBER JC 670 390 IS A SHORTER DISCUSSION BASED ON FINDINGS AND RECOMMENDATIONS.) (HS)

ED 013 066 **JC 670 448**
OVERTURF, C.L. PRICE, EDWIN C.
STUDENT RATING OF FACULTY AT ST. JOHNS RIVER JUNIOR COLLEGE, WITH ADDENDUM FOR ALBANY JUNIOR COLLEGE. SAINT JOHNS RIVER JUNIOR COLL., PALATKA, FLA.
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.
DESCRIPTORS *EVALUATION METHODS, *EVALUATION TECHNIQUES, *JUNIOR COLLEGES, *STUDENT OPINION, *TEACHER EVALUATION, FLORIDA, PALATKA, STUDENT ATTITUDES, STUDENT TEACHER RELATIONSHIP, TEACHING QUALITY.
STUDENTS EVALUATED THEIR INSTRUCTORS' PERSONAL TRAITS, SCHOL-

LARSHIP, SKILL OF PRESENTATION, AND ACCURACY IN EVALUATION. THE QUESTIONNAIRE FORM EMPLOYED USED A NUMERICAL SYSTEM WHICH ALLOWED RANKING OF PROFESSORS ACCORDING TO TOTAL ADJUSTED SCORES. STUDENTS COULD WRITE COMMENTS ON TEACHER PERFORMANCE. INSTRUCTORS AWARDING HIGHER GRADES DID NOT RATE HIGHER THAN INSTRUCTORS AWARDING LOWER GRADES. HONORS STUDENTS RESPONDED MORE STRONGLY (FAVORABLY OR UNFAVORABLY) TO TEACHER PERFORMANCE. STUDENTS DID NOT RATE INSTRUCTORS TEACHING AT "PREFERRED" HOURS MORE HIGHLY THAN OTHER INSTRUCTORS. INSTRUCTORS RATED MOST HIGHLY WERE THOSE WHO TAUGHT TOWARD CLEARLY DEFINED AND COMMUNICATED OBJECTIVES, WHO USED ONLY RELEVANT MATERIALS, AND WHO WERE ALWAYS IN CHARGE OF THEIR CLASSES. (SAMPLE QUESTIONNAIRE RESULTS AND A DISCUSSION OF THE LIMITATIONS OF THE SURVEY TECHNIQUE ARE INCLUDED.) (AD)

ED 013 067

JC 670 471

ROUCHE, JOHN E.
FOLLOW-UPS OF THE JUNIOR COLLEGE TRANSFER STUDENT.
CALIFORNIA UNIV., LOS ANGELES
PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *FOLLOWUP STUDIES, *GRADE POINT AVERAGE, *JUNIOR COLLEGES, *TRANSFER STUDENTS, BIBLIOGRAPHIES, CLEARINGHOUSES, ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, STUDENT CHARACTERISTICS.

A SURVEY OF 24 STUDIES RECEIVED AT THE CLEARINGHOUSE DEALING WITH SUCCESS ACHIEVED BY THE TRANSFER STUDENT LEADS TO THE FOLLOWING CONCLUSIONS: (1) STUDENTS TYPICALLY EXPERIENCE A LOWER GRADE-POINT AVERAGE DURING THE FIRST SEMESTER FOLLOWING TRANSFER. (2) IN MOST CASES RECOVERY OF MARKS DURING SUBSEQUENT SEMESTERS CAN BE NOTED, AND (3) GRADE POINT AVERAGES IMPROVE WITH EACH SUCCESSIVE SEMESTER AT THE SENIOR INSTITUTION. SURVEYS OF THE LITERATURE DETERMINED THAT TRANSFER STUDENTS' MARKS ARE LOWER THAN THE AVERAGE GRADES MADE BY STUDENTS WHO ENTERED SENIOR INSTITUTIONS AS FRESHMEN, THAT THE TRANSFER STUDENT IS LESS LIKELY THAN THE NATIVE TO GRADUATE, AND THAT THE TRANSFER STUDENT WHO DOES GRADUATE TAKES LONGER TO REACH THE BACCALAUREATE THAN DOES THE COMPARABLE NATIVE STUDENT. WITH REGARD TO METHODOLOGY AND QUALITY OF THE STUDIES THEMSELVES: (1) THE STUDIES ARE FOR THE MOST PART BASED ON COMPILATIONS OF GRADE-POINT RECORDS AND AS SUCH DO NOT LEND INSIGHT INTO REASONS FOR SUCCESS OR FAILURE OF THE TRANSFER STUDENTS, AND (2) THEY DO NOT ATTEMPT TO DRAW INFERENCES, CONCLUSIONS, OR RECOMMENDATIONS FOR MODIFYING JUNIOR COLLEGE OFFERINGS IN THE LIGHT OF THEIR FINDINGS. (BIBLIOGRAPHY OF STUDIES INCLUDED IN THE SUMMARY IS APPENDED.) THIS ARTICLE WAS PUBLISHED IN "JUNIOR COLLEGE RESEARCH REVIEW," VOLUME 1, NUMBER 1, FEBRUARY 1967. (AL)

ED 013 068

JC 670 472

ROUCHE, JOHN E.
THE COLLECTION AND UTILIZATION OF STUDENT BIOGRAPHICAL DATA BY JUNIOR COLLEGES.

CALIFORNIA UNIV., LOS ANGELES

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *STUDENT RECORDS, *STUDENT RESEARCH, BIBLIOGRAPHIES, CLEARINGHOUSES, ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION, QUESTIONNAIRES, RESEARCH OPPORTUNITIES, STUDENT ATTITUDES.

STUDIES RECEIVED BY THE CLEARINGHOUSE DEALING WITH STUDENT CHARACTERISTICS INCLUDE RESEARCH BASED ON STUDENT QUESTIONNAIRES, ON STUDENT RECORDS, AND ON REVIEWS OF LITERATURE. DATA ARE REPORTED BOTH GRAPHICALLY AND IN TABULAR FORM, ACCOMPANIED IN MOST CASES BY NARRATIVE COMMENT. GREATER FREQUENCY IS NOTED IN UTILIZATION OF TOTAL STUDENT POPULATIONS THAN OF SAMPLES OF THE STUDENT BODY, AND BASIC SOCIOECONOMIC DATA ARE INCLUDED IN ALMOST ALL STUDIES. TWO OF THE STUDIES UTILIZED ATTITUDINAL SCALES AND THIS RESEARCH COULD HAVE STRONG IMPLICATIONS FOR PROGRAM MODIFICATIONS AT THE RESPECTIVE COLLEGES. THE STUDIES DO NOT, HOWEVER, INCLUDE RECOMMENDATIONS FOR SPECIFIC PLANNING. FOR THE MOST PART, INSTITUTIONAL STUDY OF STUDENTS' BIOGRAPHICAL CHARACTERISTICS APPEARS TO HAVE AS ITS OVERRIDING PURPOSE THE COMPILATION OF DATA THAT MIGHT BE OF USE TO OTHER GROUPS WITHIN AND WITHOUT THE JUNIOR COLLEGE. (A BIBLIOGRAPHY OF STUDIES SURVEYED IS APPENDED.) THIS ARTICLE WAS PUBLISHED IN "JUNIOR COLLEGE RESEARCH REVIEW," VOLUME 1, NUMBER 2, MARCH 1967. (AL)

ED 013 069

JC 670 473

ROUCHE, JOHN E. SIMS, DAVID M.
CURRICULUM STUDIES IN THE JUNIOR COLLEGE.

CALIFORNIA UNIV., LOS ANGELES

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *BIBLIOGRAPHIES, *CURRICULUM EVALUATION, *CURRICULUM RESEARCH, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, CLEARINGHOUSES, COLLEGE CURRICULUM, CURRICULUM, CURRICULUM PLANNING, ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION.

STUDIES OF JUNIOR COLLEGE CURRICULA VARY WIDELY IN TYPE AND SOURCE. DEFINITION OF SPECIFIC EDUCATIONAL OBJECTIVES, RECOGNIZED AS A FIRST STEP IN CURRICULUM DEVELOPMENT, IS DESCRIBED IN SIX STUDIES AS AN ATTEMPT TO PROVIDE A RATIONALE FOR PROGRAMS, COURSE CONTENT, AND CURRICULUM EVALUATION. SURVEYS OF EXISTING PROGRAMS, REPORTED IN 20 STUDIES, UTILIZED INSTITUTIONAL VISITS, STRUCTURED INTERVIEWS, OR QUESTIONNAIRES. MOUNT SAN ANTONIO COLLEGE'S COMMUNITY SURVEY RESULTED IN SPECIFIC RECOMMENDATIONS FOR CONTINUATION OF EXPANSION OF TECHNICAL EDUCATION OFFERINGS. EVALUATION OF CABRILLO COLLEGE'S CONSTRUCTION TECHNOLOGY

PROGRAM WAS BASED ON A QUESTIONNAIRE STUDY OF FORMER STUDENTS AND THEIR EMPLOYERS. IN MICHIGAN, LOW ENROLLMENTS IN TECHNICAL PROGRAMS WERE RELATED TO HIGH SCHOOL VOCATIONAL GUIDANCE PROGRAMS, LACK OF INTEREST, AND LACK OF CAREER INFORMATION. MULTITRACK PROGRAMS IN ENGLISH COMPOSITION ARE FOUND IN 65.8 PERCENT OF THE COLLEGES SURVEYED BY THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, AND RECOMMENDATIONS FOR STUDENT PLACEMENT ARE OFFERED. (A 26-ITEM BIBLIOGRAPHY IS INCLUDED.) THIS ARTICLE WAS PUBLISHED IN "JUNIOR COLLEGE RESEARCH REVIEW," VOLUME 1, NUMBER 3, APRIL 1967. (HS)

ED 013 070

JC 670 474

THOMSON, JACK
INSTITUTIONAL STUDIES OF JUNIOR COLLEGE STUDENTS.

CALIFORNIA UNIV., LOS ANGELES

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *JUNIOR COLLEGES, *RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH SKILLS, CLEARINGHOUSES, ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION, INSTITUTIONAL RESEARCH.

JUNIOR COLLEGE RESEARCH IS TYPICALLY "INSTITUTIONAL" WITH APPLICABILITY ONLY TO THE SPECIFIC INSTITUTION. MOST REPORTS RECEIVED AT THE CLEARINGHOUSE DESCRIBE COMPARATIVE STUDIES OF POPULATIONS (ENTIRE CLASSES, STUDENT BODIES, ETC.) INVOLVING NO SAMPLING PROCESSES. DATA WERE COMMONLY COLLECTED THROUGH RECORDS SEARCHES AND PRESENTED IN FREQUENCY COUNTS AND TABLES, WITH LITTLE ANALYSIS. PROCEDURAL IMPROVEMENTS ARE NEEDED. (1) TO PERMIT COMPARISONS, SEVERAL COLLEGES COULD DETERMINE COMMON VARIABLES AND CODING SYSTEMS IN DEVELOPING NORMATIVE STUDIES. (2) QUESTIONNAIRE SURVEYS SHOULD BE BASED ON RANDOM SAMPLES WITH VIGOROUS FOLLOWUP OF NONRESPONDENTS. (3) USE OF MULTIPLE-CHOICE RESPONSE ITEMS FACILITATES MECHANICAL PROCESSING. IMPROVEMENT OF RESEARCH METHODOLOGY WILL NOT DEEMPHASIZE THE JUNIOR COLLEGE TEACHING FUNCTION, AND IT WILL PROVIDE MORE MEANINGFUL DATA FOR THE INSTITUTION AND THE ENTIRE FIELD. THIS ARTICLE WAS PUBLISHED IN "JUNIOR COLLEGE RESEARCH REVIEW," VOLUME 1, NUMBER 4, MAY 1967. (HS)

ED 013 071

JC 670 494

SPECTOR, IRWIN L. GARNESKI, THOMAS M.
SUMMER GROUP COUNSELING OF PHOENIX COLLEGE FRESHMEN.

MARICOPA COUNTY JUNIOR COLL. DIST., PHOENIX, ARIZ.

REPORT NUMBER RR-4

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *GROUP COUNSELING, *JUNIOR COLLEGES, *SUMMER PROGRAMS, ACADEMIC PERFORMANCE, ARIZONA, COUNSELING, COUNSELING EFFECTIVENESS, DROPOUT PREVENTION, LONGITUDINAL STUDIES, ORIENTATION, PERSISTENCE, PHOENIX COLLEGE, STU-

DENT ADJUSTMENT, STUDENT EVALUATION.

IN SUMMER 1965, PHOENIX COLLEGE OFFERED A PILOT PROGRAM OF GROUP COUNSELING FOR PROSPECTIVE FRESHMEN. STUDENT VOLUNTEERS WERE OBTAINED THROUGH NEWSPAPER PUBLICITY AND PROMOTIONAL EFFORTS OF HIGH SCHOOL COUNSELORS. OF 267 APPLICANTS, 46 WERE ASSIGNED TO A CONTROL GROUP. THE EXPERIMENTAL GROUP WAS RANDOMLY DIVIDED INTO 23 SECTIONS, AVERAGING 12 STUDENTS EACH. THESE GROUPS MET IN 2-HOUR SESSIONS ON THREE DAYS WITHIN A 1-WEEK PERIOD OR TWICE WEEKLY OVER A 4-WEEK PERIOD. TESTING, VOCATIONAL INTERESTS, TEST INTERPRETATION, AND DISCUSSION OF COLLEGE POLICIES, CURRICULA, TERMINOLOGY, AND PROCEDURES CONSTITUTED THE CORE OF ACTIVITY AND DISCUSSION. IN AN ASSESSMENT OF THE EFFECTIVENESS OF THE PROGRAM, GRADE POINT AVERAGES, SEMESTER HOURS EARNED, AND DROPOUT RATES FOR THE COUNSELED AND NON-COUNSELED GROUPS WERE COMPARED AT THE END OF ONE SEMESTER AND ONE YEAR. COUNSELED GROUPS ACHIEVED AT SIGNIFICANTLY HIGHER LEVELS THAN THE CONTROL GROUP ON ALL MEASURES EXCEPT FOR THAT OF THE NUMBER OF SEMESTER HOURS EARNED. (AL)

ED 013 072 JC 670 501

ROUCHE, JOHNE.

EXPERIMENTAL PROGRAMS IN THE JUNIOR COLLEGE.

CALIFORNIA UNIV. LOS ANGELES

PUB DATE JUN 67

EDRS PRICE MF-00.25 HC-00.24 4P.

DESCRIPTORS *BIBLIOGRAPHIES, *EXPERIMENTAL PROGRAMS, *JUNIOR COLLEGES, *RESEARCH METHODOLOGY, *RESEARCH PROJECTS, CLEARINGHOUSES, ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION, EXPERIMENTAL TEACHING.

AN EXAMINATION OF 29 STUDIES REVEALS A GREAT VARIATION IN THE PROCEDURES AND FINDINGS OF THESE INVESTIGATIONS INTO EXPERIMENTAL EFFORTS IN JUNIOR COLLEGE CURRICULA AND INSTRUCTIONAL PROCEDURE. HOWEVER, THE STUDIES USUALLY DID ONE OF FOUR THINGS—(1) CONSIDERED PROGRAMS AT A NUMBER OF INSTITUTIONS, (2) SUMMARIZED THE RATIONALE AND PROCEDURE OF AN EXPERIMENTAL PROGRAM, (3) COMPARED DIFFERENT INSTRUCTIONAL APPROACHES, OR (4) REPORTED ON A CONTROLLED EXPERIMENTAL RESEARCH PROJECT. TWO STUDIES DEMONSTRATED THE EFFECTIVENESS OF TELEVISION AS AN INSTRUCTIONAL DEVICE. ONE STUDY OUTLINED THE METHODOLOGY OF AN AUDIO-TUTORIAL COURSE IN LIBERAL-ARTS BIOLOGY. ANOTHER REPORTED ON A STUDY OF A REMEDIAL READING PROGRAM FOR LOW-ABILITY STUDENTS. ANOTHER CONSIDERED THE INFLUENCE OF CLASS SIZE ON TEACHING EFFECTIVENESS. THERE REMAINS A NEED FOR EXPERIMENTATION FOR THE PURPOSE OF SYSTEMATICALLY ASSESSING THE QUALITY OF JUNIOR COLLEGE INSTRUCTION. (A BIBLIOGRAPHY OF THE DOCUMENTS REVIEWED IS INCLUDED.) THIS ARTICLE WAS PUBLISHED IN "JUNIOR COLLEGE RESEARCH REVIEW," VOLUME 1, NUMBER 5, JUNE 1967. (AD)

ED 013 073 JC 670 510

GOLD, BENJAMIN KNOX

RELIGIOUS ATTITUDES OF COLLEGE STUDENTS AT HARVARD UNIVERSITY, RADCLIFFE COLLEGE, AND LOS ANGELES CITY COLLEGE—HIGHLIGHTS OF COMPARATIVE STUDIES MADE IN 1946-48 AND IN 1966-67.

LOS ANGELES CITY COLL., CALIF.

REPORT NUMBER LACC-RS-67

PUB DATE JUN 67

EDRS PRICE MF-00.25 HC-00.72 16P.

DESCRIPTORS *CHANGING ATTITUDES, *JUNIOR COLLEGES, *RELIGION, *STUDENT ATTITUDES, ATTITUDES, CALIFORNIA, HIGHER EDUCATION, LOS ANGELES, QUESTIONNAIRES, RELIGION.

QUESTIONNAIRE SURVEYS OF THE RELIGIOUS ATTITUDES OF STUDENTS AT HARVARD, RADCLIFFE, AND LOS ANGELES CITY COLLEGE (LACC) WERE CONDUCTED IN 1946-48 AND AGAIN IN 1966-67. SELECTED RESULTS FROM THE TWO STUDIES ARE COMPARED. AT EACH OF THE INSTITUTIONS RELIGIOUS BELIEFS HAVE BECOME MORE LIBERAL SINCE 1946, BUT RELIGIOUS COMMITMENT AND TRADITIONAL RELIGIOUS BEHAVIOR HAVE BECOME LESS COMMON. STUDENTS PROFESS LESS NEED FOR RELIGIOUS ORIENTATION AND BELIEF. FEWER EXPRESS BELIEF IN A PERSONAL GOD. IN THE HARVARD-RADCLIFFE STUDIES, WOMEN EXPRESSED LESS RELIGIOUS CONSERVATISM THAN DID MEN. OF THE THREE INSTITUTIONS, STUDENTS AT LACC SHOWED THE MOST CONSERVATIVE ATTITUDES TOWARD RELIGION. CHANGES IN STUDENT ATTITUDES AT LACC WERE IN THE SAME DIRECTION AS THOSE AT HARVARD AND RADCLIFFE, BUT THESE CHANGES WERE LESS PRONOUNCED. (A SAMPLE QUESTIONNAIRE AND TABULATED DATA ARE INCLUDED.) (AD)

ED 013 074 JC 670 514

CHANDLER, HAROLD R.

PROJECT ACCENT—A COOPERATIVE PROGRAM OF SAN BERNARDINO VALLEY COLLEGE AND SURROUNDING HIGH SCHOOLS IN AUTO-MECHANICS, APPLIED ELECTRONICS, AND OFFICE OCCUPATIONS TRAINING IN GRADES 11, 12, 13 AND 14.

PUB DATE 11 MAR 67

EDRS PRICE MF-00.25 HC-01.12 26P.

DESCRIPTORS *JUNIOR COLLEGES, *VOCATIONAL COUNSELING, *VOCATIONAL EDUCATION, ARTICULATION (PROGRAM), CALIFORNIA, CAREER PLANNING, COLLEGE HIGH SCHOOL COOPERATION, COOPERATIVE EDUCATION, COOPERATIVE PROGRAMS, COUNSELOR TRAINING, DROPOUT PREVENTION, MANPOWER DEVELOPMENT, OCCUPATIONAL GUIDANCE, OFFICE OCCUPATIONS, SAN BERNARDINO VALLEY COLLEGE, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL DIRECTORS.

PROJECT ACCENT, A COOPERATIVE VENTURE OF SAN BERNARDINO VALLEY COLLEGE AND 10 OF ITS SURROUNDING HIGH SCHOOLS, IS A PROGRAM OF COUNSELING AND INSTRUCTION IN AUTO MECHANICS, APPLIED ELECTRONICS, AND OFFICE OCCUPATIONS TRAINING IN GRADES 11 THROUGH 14. IN THE PAST, THE ATTRITION RATE IN THESE THREE PROGRAMS HAS BEEN DISCOURAGING. OF THE THOUSANDS WHO ENTER SUCH PROGRAMS, THOSE WHO ENTER SECOND-LEVEL COURSES WILL BE COUNTED IN HUNDREDS, AND ONLY A RELATIVELY SMALL FRACTION OF THESE WILL PRO-

GRESS TO HIGHER LEVELS. TO OVERCOME THIS PROBLEM, A THREE-PART PLAN HAS BEEN PUT INTO EFFECT. (1) COUNSELORS ARE BEING RETRAINED TO INCREASE THEIR EFFECTIVENESS IN VOCATIONAL-TECHNICAL COUNSELING, (2) COURSE OUTLINES FOR ALL GRADE LEVELS ARE BEING REVISED BY A COMMITTEE OF TEACHERS TO DESIGNATE INFORMATION AS "ESSENTIAL", "DESIRABLE", OR "NICE TO KNOW" WITH RESPECT TO THE ACCOMPLISHMENT OF STATED TASKS, AND (3) AN ATTEMPT IS BEING MADE TO IMPROVE THE IMAGE OF VOCATIONAL COURSES THROUGH SUCH ACTIVITIES AS FIELD TRIPS, CONTESTS, BUDDY-DAY PARTICIPATION, AND DISTRIBUTION OF PUBLICITY MATERIALS. (AUTHOR/VO)

ED 013 075 JC 670 521

VORHIES, RALPH M.

A STUDY OF THE STATUS AND ROLE OF THE JUNIOR COLLEGES IN PROVIDING NON-TRANSFER AGRICULTURAL EDUCATION IN CALIFORNIA.

PUB DATE DEC 64

EDRS PRICE MF-00.25 HC-00.24 4P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *JUNIOR COLLEGES, *TERMINAL EDUCATION, *VOCATIONAL AGRICULTURE, *VOCATIONAL EDUCATION, CALIFORNIA, STUDENT CHARACTERISTICS, TECHNICAL EDUCATION, TERMINAL STUDENTS.

INFORMATION FOR THIS STUDY WAS OBTAINED FROM A SURVEY OF CALIFORNIA JUNIOR COLLEGES OFFERING AGRICULTURAL TRAINING FOR THE TERMINAL STUDENT, AND FROM FORMER STUDENTS. EXAMINATION OF THE NUMBER AND TYPE OF COURSES OFFERED, STUDENT EDUCATIONAL BACKGROUND, AND EMPLOYMENT RECORDS OF FORMER STUDENTS INDICATES THAT 1) AGRICULTURAL EDUCATION HAS BEEN PRIMARILY GEARED TO THE NEEDS OF THE TRANSFER STUDENT, 2) COURSES IN TECHNICAL AGRICULTURE HAVE PROVED TO BE MOST USEFUL TO FORMER STUDENTS, PARTICULARLY IF SUCH COURSES HAVE BEEN BASED ON THE NEEDS OF THE LOCAL AGRICULTURAL COMMUNITY, 3) PLACEMENT AND FOLLOWUP OF THESE STUDENTS HAVE BEEN NEGLECTED, AND 4) THERE IS LITTLE EVIDENCE OF DUPLICATION OF EFFORT BETWEEN THE JUNIOR COLLEGE AND STATE COLLEGE PROGRAMS OF TERMINAL AGRICULTURAL EDUCATION. (THIS ARTICLE APPEARED IN THE JOURNAL OF THE NATIONAL ASSOCIATION OF COLLEGES AND TEACHERS OF AGRICULTURE, 8/96-98, DECEMBER 1964.) (AL)

ED 013 076 JC 670 535

MAUSS, ARMAND L.

TOWARD AN EMPIRICAL TYPOLOGY OF JUNIOR COLLEGE STUDENT SUBCULTURES.

PUB DATE 31 MAR 67

EDRS PRICE MF-00.25 HC-01.28 30P.

DESCRIPTORS *CONCEPTUAL SCHEMES, *CULTURAL BACKGROUND, *JUNIOR COLLEGES, *TYPOLOGY, ATTITUDE TESTS, CULTURAL FACTORS, CULTURAL TRAITS, MATURITY TESTS, STUDENT ATTITUDES, STUDENT CHARACTERISTICS, STUDENT EVALUATION, STUDENT GROUPING, STUDENT SUBCULTURES.

ADAPTATION OF THE FOURFOLD TYPOLOGY DEVELOPED BY CLARK AND TROW TO THE JUNIOR COLLEGE ENVIRONMENT

PERMITS DISCUSSION OF THE ROLE OF SOCIOLOGICAL FACTORS IN EDUCATIONAL PERFORMANCE. STUDENTS OF THE FOUR TYPES DIFFER PRIMARILY IN THEIR VALUE COMMITMENTS TO (1) THE VALUES OF THE ADULT WORLD AND (2) THE PURSUIT OF INTELLECTUAL IDEAS. THE SUBCULTURE TYPOLOGY CONSISTS OF THE "ACADEMIC" TYPE CHARACTERIZED BY (1) AND (2), THE "VOCATIONAL" TYPE (1), THE "INCIPIENT REBEL" (2), AND THE "PERPETUAL TEENAGER" WHO IS IDENTIFIED WITH NEITHER (1) NOR (2). TO SEE IF DIFFERENTIAL RESPONSES TO QUESTIONS ABOUT SUCH VALUES COULD BE OBTAINED FROM A JUNIOR COLLEGE POPULATION, A QUESTIONNAIRE WAS ADMINISTERED TO 500 STUDENTS ON A SUBURBAN CALIFORNIA CAMPUS. INCLUDED WERE SEVERAL ITEMS TO PROVIDE BACKGROUND INFORMATION, ITEMS TO PERMIT ANALYSIS OF VALUE COMMITMENTS, AND MEASURES OF STUDENT RESPONSE TO THE MOST COMMON TEACHING DEVICES. DATA INDICATE THAT THE FOUR SUBCULTURES DO EXIST, WITH DIFFERENTIAL CONSEQUENCES FOR ATTITUDES AND BEHAVIOR. STUDENTS CREATE AN "ENVIRONMENTAL PRESS" AND THE VALUES THEY BRING TO COLLEGE ARE CRITICAL DETERMINANTS OF EDUCATIONAL OUTCOMES. (IMPLICATIONS FOR ACADEMIC POLICY ARE DISCUSSED, AND TABULATIONS OF THE RESPONSES ARE PRESENTED.) (AL)

ED 013 077

JC 670 575

BRASTED, ROBERT C.
INSTRUCTION IN GENERAL CHEMISTRY AND THE EXPANDING STUDENT POPULATION. A REPORT OF THE A.C.C.C. CONFERENCE ON THE LOGISTICS OF GENERAL CHEMISTRY TEACHING IN LARGE SECTIONS (WASHINGTON, D.C., OCTOBER 1963). ADVISORY COUNCIL ON COLL. CHEMISTRY

PUB DATE OCT 63

EDRS PRICE MF-00.25 HC-00.64 14P.

DESCRIPTORS *CHEMISTRY INSTRUCTION, *CLASS SIZE, *HIGHER EDUCATION, *JUNIOR COLLEGES, AUDIOVISUAL AIDS, CLASS ORGANIZATION, LABORATORY EQUIPMENT, SAFETY, SCIENCE LABORATORIES, STUDENT TEACHER RATIO, TEACHER AIDES,

GROWING COLLEGE ENROLLMENTS HAVE BEEN ACCOMPANIED BY SIMILAR INCREASES IN DEMAND FOR GENERAL CHEMISTRY, WITH RESULTANT PROBLEMS OF MAINTAINING QUALITY OF INSTRUCTION. THIS PAPER IS A DISCUSSION OF SOME WAYS OF MEETING THE PROBLEMS OF NUMBERS. MULTISECTION COURSES MAY BE ORGANIZED AROUND COMMON GENERAL OBJECTIVES OR AROUND COMMON CONTENT. AN ALTERNATIVE APPROACH IS THE USE OF VERY LARGE LECTURE GROUPS. LABORATORY INSTRUCTION WITH LARGE NUMBERS OF STUDENTS REQUIRES IMPROVED STOCK CONTROL AND HANDLING OF SUPPLIES. SCRUPULOUS ATTENTION MUST BE GIVEN TO SAFETY PRACTICES. INSTRUMENTATION IN MAJOR AND HONORS CLASSES SHOULD VARY FROM THAT IN THE GENERAL CLASSES. LABORATORY ASSISTANTS MUST BE WELL TRAINED AND SUPERVISED. IMPROVED TECHNIQUES MUST BE DEVELOPED FOR DEALING WITH WRITTEN WORK AND STUDENT EVALUATION. TEACHING MAY BE IMPROVED BY USE OF INCREASINGLY EFFECTIVE INSTRUCTIONAL AIDS. (AL)

ED 013 078

HUME, DAVID N.

EXPERIMENTAL CURRICULA IN CHEMISTRY. A REPORT OF THE A.C.C.C. CONFERENCE ON CURRICULUM EXPERIMENTATION (CHICAGO, OCTOBER 1963). ADVISORY COUNCIL ON COLL. CHEMISTRY

PUB DATE OCT 63

EDRS PRICE MF-00.50 HC-02.44 59P.

DESCRIPTORS *CHEMISTRY INSTRUCTION, *JUNIOR COLLEGES, *PROGRAM DESCRIPTIONS, CURRICULUM DEVELOPMENT, INNOVATION, INSTRUCTIONAL INNOVATION, PHYSICAL SCIENCES, PROGRAM DEVELOPMENT.

FOUR PROGRAMS ARE IDENTIFIED AND DESCRIBED AS REPRESENTATIVE OF THE EXPERIMENTATION BEING CONDUCTED IN THE UNDERGRADUATE CHEMISTRY CURRICULUM IN AMERICAN HIGHER EDUCATION. (1) THE UNIVERSITY OF ILLINOIS AND THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY REQUIRE THAT A STUDENT TAKE A GROUP OF "CORE" COURSES WHICH PROVIDE, RELATIVELY EARLY IN HIS CHEMISTRY STUDIES, A GENERAL BACKGROUND FOR MORE SPECIALIZED WORK. (2) BROWN UNIVERSITY'S PROGRAM IS ORGANIZED SO THAT THE STUDENT HAS A BACKGROUND IN DESCRIPTIVE AND PHYSICAL CHEMISTRY, CALCULUS, AND DIFFERENTIAL EQUATIONS BY THE END OF HIS SECOND YEAR AND UNDERTAKES QUANTITATIVE ANALYSIS OR ORGANIC CHEMISTRY IN HIS THIRD YEAR. (3) THE CHEMISTRY SEQUENCE AT BELOIT COLLEGE BEGINS WITH AN INTERDISCIPLINARY COURSE IN PHYSICS AND PHYSICAL CHEMISTRY. (4) EARLHAM COLLEGE ORGANIZES ITS COURSES AROUND CENTRAL CONCEPTS RATHER THAN THE TRADITIONAL SUBJECT MATTER DIVISIONS. IN ADDITION, HARVARD IS EXPERIMENTING WITH AN ACCELERATED PROGRAM TO PREPARE TALENTED STUDENTS FOR SENIOR AND GRADUATE WORK BY THE BEGINNING OF THEIR JUNIOR YEAR. (ADVANTAGES OF EACH PROGRAM ARE DISCUSSED.) (AD)

ED 013 079

JC 670 609

MATSLER, FRANKLING. AND OTHERS
SPACE AND UTILIZATION STANDARDS, CALIFORNIA PUBLIC HIGHER EDUCATION. CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER CCHE-1027

PUB DATE SEP 66

EDRS PRICE MF-00.50 HC-03.28 80P.

DESCRIPTORS *HIGHER EDUCATION, *JUNIOR COLLEGES, CALIFORNIA, CLASSROOMS, EDUCATIONAL FACILITIES, LABORATORIES, LIBRARY FACILITIES, SCHOOL SPACE, SPACE UTILIZATION, STANDARDS,

IN LONG RANGE FACILITIES PLANNING, SPACE UTILIZATION STANDARDS ARE NEEDED WHICH 1) ALLOW MAXIMUM FLEXIBILITY, 2) ARE EQUITABLE FOR ALL SEGMENTS OF HIGHER EDUCATION WHEN THESE SEGMENTS ARE CONCERNED WITH THE SAME LEVELS OF INSTRUCTION AND THE SAME SUBJECT FIELD AREAS, AND 3) ARE CONTINUALLY REVIEWED. FACTORS IN DETERMINING STANDARDS ARE 1) ROOM USE IN TERMS OF HOURS PER WEEK, 2) PERCENT OF STATION OCCUPANCY WHEN ROOMS ARE IN USE, AND 3) SPACE PER STUDENT. STANDARDS AND THE RATIONALE FOR THEIR DEVELOPMENT ARE PRESENTED FOR CLASSROOMS AND LABORATORIES, OF-

JC 670 581

FICES, AND LIBRARY FACILITIES OF ALL TYPES. (WO)

ED 013 080

JC 670 610

MELONE, R.J.

A STUDY OF MERIT PAY AND EVALUATION AS THEY RELATE TO THE ADMINISTRATIVE STAFF AT COLLEGE OF MARIN.

PUB DATE 18 MAY 67

EDRS PRICE MF-00.50 HC-03.00 73P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *EVALUATION, *JUNIOR COLLEGES, *MERIT RATING PROGRAMS, CALIFORNIA, EVALUATION METHODS, EVALUATION NEEDS, KENTFIELD, SALARIES,

THE BOARD OF TRUSTEES REQUESTED THAT A STAFF COMMITTEE INVESTIGATE THE QUESTION OF WHETHER MERIT PAY OR SYSTEMATIC EVALUATIVE PROGRAMS SHOULD BE ESTABLISHED FOR THE ADMINISTRATIVE STAFF AT THE COLLEGE OF MARIN. THE COMMITTEE REVIEWED THE LITERATURE WHICH EDUCATION AND INDUSTRY HAVE PRODUCED ON THE SUBJECT AND ALSO CONDUCTED A SURVEY OF THE ADMINISTRATION AND FACULTY AT THE COLLEGE OF MARIN AND OF THE CHIEF ADMINISTRATORS AT 18 OTHER CALIFORNIA JUNIOR COLLEGES. THE COMMITTEE CONCLUDED THAT 1) A MERIT PAY PROGRAM WOULD NOT BE A SATISFACTORY INCENTIVE TO BETTER ADMINISTRATIVE PERFORMANCE, AND 2) A SYSTEMATIC EVALUATION PROGRAM COULD BE OF GREAT VALUE BUT SHOULD BE CAREFULLY STUDIED BEFORE BEING IMPLEMENTED. (RESPONSES TO THE QUESTIONNAIRE ARE INCLUDED. ADVANTAGES AND DISADVANTAGES OF MERIT PAY AND SYSTEMATIC EVALUATIVE PROGRAMS ARE DISCUSSED IN DETAIL.) (AD)

ED 013 081

JC 670 612

A PROGRAM FOR THE RAPID IMPROVEMENT OF COMMUNITY COLLEGE LIBRARIES IN MICHIGAN. REPORT OF A SURVEY UNDERTAKEN FOR THE MICHIGAN STATE LIBRARY. NELSON ASSOCIATES INC., NEW YORK, N.Y.

PUB DATE 30 JUN 65

EDRS PRICE MF-00.50 HC-02.92 71P.

DESCRIPTORS *COLLEGE LIBRARIES, *JUNIOR COLLEGES, LIBRARY COLLECTIONS, LIBRARY EXPENDITURES, LIBRARY FACILITIES, LIBRARY SERVICES, MICHIGAN, PERSONNEL,

TO ASSESS ADEQUACY OF EXISTING COLLECTIONS, EVALUATE CURRENT PLANNING, AND PROPOSE GUIDELINES FOR IMPROVEMENT OF LIBRARIES, 17 OF THE STATE'S 18 JUNIOR COLLEGES WERE SURVEYED BY QUESTIONNAIRE, AND 13 WERE VISITED BY A TEAM OF CONSULTANTS. THIRTEEN COLLEGES HAD FEWER THAN THE AMERICAN LIBRARY ASSOCIATION'S MINIMUM STANDARD OF 20,000 VOLUMES. GROWTH OF THE COLLECTIONS HAD NOT BEEN IN HARMONY WITH STUDENT POPULATION GROWTH. HALF OF THE COLLEGES HAD PROFESSIONAL STAFFS CRITICALLY BELOW ALA STANDARDS. LIBRARIANS IN NINE COLLEGES CONSIDERED THEIR BUDGETS INADEQUATE. SERVICES WERE LIMITED BY INADEQUATE STAFF AND SPACE. DATA WERE NOT, HOWEVER, MARKEDLY DIFFERENT FROM THOSE COMPILED THROUGHOUT THE UNITED STATES. A SPECIAL STATEWIDE PROGRAM OF GRANTS IS RECOMMENDED TO PROVIDE FOR AN INCREASE OF 2,000 VOLUMES PER

YEAR IN THOSE LIBRARIES WHICH DO NOT MEET ALA STANDARDS. IN THE OPINION OF THE CONSULTANTS, GRANTS SHOULD PROVIDE FOR INCREASES IN PROFESSIONAL AND NONPROFESSIONAL STAFF. FUTURE FEASIBILITY STUDIES FOR PROPOSED COLLEGES SHOULD PROVIDE FOR ADEQUATE LIBRARY BUDGETING AND STAFFING. (WO)

ED 013 082 JC 670 613
 RICHARDS, JAMES M. BRASKAMP, LARRY A.
 WHO GOES WHERE TO JUNIOR COLLEGE.
 AMERICAN COLLEGE TESTING PROGRAM,
 IOWA CITY, IOWA
 REPORT NUMBER ACT-RR-20
 PUB DATE JUL 67
 EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *ACADEMIC ABILITY, *COLLEGE ENVIRONMENT, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, STUDENT COLLEGE RELATIONSHIP, STUDENT INTERESTS, TERMINAL STUDENTS, TRANSFER STUDENTS, VOCATIONAL EDUCATION.

THE STAFF OF THE AMERICAN COLLEGE TESTING PROGRAM DEVELOPED QUESTIONNAIRES, CHECKLISTS AND PROCEDURES DESIGNED TO EXPRESS IN QUANTITATIVE TERMS THE CHARACTERISTICS OF STUDENTS AND THE JUNIOR COLLEGES THEY ATTEND. SINCE CORRELATIONS AMONG STUDENT AND COLLEGE CHARACTERISTICS WERE LOW TO MODERATE, ONLY VERY BROAD CONCLUSIONS COULD BE DRAWN. TWO-YEAR COLLEGES SCORING HIGH IN "CONVENTIONALISM", "HIGH COST", AND "PRIVATE CONTROL" FACTORS TEND TO ATTRACT MORE TALENTED AND INTELLECTUALLY ORIENTED STUDENTS THAN DO COLLEGES RATING HIGH IN "TECHNOLOGICAL SPECIALIZATION", WHERE THE TREND IS TOWARD VOCATIONAL ORIENTATION. LARGE COLLEGES TYPICALLY HAVE MORE VARIED ENROLLMENTS THAN DO SMALL COLLEGES. COLLEGES SCORING HIGH IN "TRANSFER EMPHASIS" ATTRACT STUDENTS FROM A WIDE RANGE OF ACADEMIC POTENTIAL. SUCH VARIATIONS AMONG STUDENTS IN COLLEGES WITH HIGH TRANSFER RATES SUGGEST THAT THE COLLEGE EXPERIENCE MAY BE MORE IMPORTANT THAN CHARACTERISTICS OF ENTERING STUDENTS IN THE DETERMINATION OF TRANSFER RATES. (AD)

ED 013 083 JC 670 622
 FRENCH, SIDNEY J. COOPER, RUSSELL M.
 PILOT PROJECT FOR IMPROVING COLLEGE TEACHING-THE FLORIDA COLLEGE TEACHING PROJECT.
 UNIVERSITY OF SOUTH FLORIDA, TAMPA
 REPORT NUMBER CRP-Z-001
 PUB DATE JUN 67
 EDRS PRICE MF-\$0.75 HC-\$5.76 142P.

DESCRIPTORS *DISCUSSION (TEACHING TECHNIQUE), *EXPERIMENTAL PROGRAMS, *JUNIOR COLLEGES, *STUDENT PARTICIPATION, *TEACHING PROCEDURES, DISCUSSION PROGRAMS, EDUCATIONAL EXPERIMENTS, EXPERIMENTAL GROUPS, FLORIDA, INSTRUCTIONAL INNOVATION, PROGRAM EVALUATION, PROGRAM IMPROVEMENT.
 CONTRACT OEC-6-10-011

TEACHERS IN BIOLOGY, ENGLISH, HUMANITIES, MATHEMATICS, PHYSICAL SCIENCES AND SOCIAL SCIENCES AT THE UNIVERSITY AND AT VARIOUS JUNIOR

COLLEGES IN FLORIDA TESTED THE VALUE OF ORIENTING COURSES TOWARD STUDENT PARTICIPATION AND AWAY FROM LECTURES. EACH INSTRUCTOR CONDUCTED ONE CONVENTIONAL COURSE AND ONE EXPERIMENTAL, LESS STRUCTURED COURSE COVERING THE SAME MATERIAL. ALTHOUGH THERE WAS LITTLE DIFFERENCE IN THE MEAN ACHIEVEMENT OF EXPERIMENTAL AND CONTROL GROUPS, THE MORE ABLE STUDENTS DID BETTER UNDER EXPERIMENTAL CONDITIONS, WHILE THE LESS ABLE STUDENTS DID BETTER UNDER CONVENTIONAL CONDITIONS. TEACHERS FELT THAT STUDENTS IN THE EXPERIMENTAL SECTIONS LEARNED MORE ABOUT MATTERS RELATED TO BUT NOT ACTUALLY A PART OF THE COURSE MATERIAL. COMPARING EXPERIMENTAL AND REGULAR CLASSES, STUDENTS FELT THAT THEY DID MORE WORK IN THE EXPERIMENTAL SITUATIONS, WERE MORE INDEPENDENT IN THEM, AND WERE MORE COMFORTABLE (BUT LESS SECURE) IN THEM. IN THE FIRST YEAR OF THE PROGRAM, STUDENT REACTION TO THE EXPERIMENTAL COURSES WAS GENERALLY NEGATIVE. IN THE SECOND YEAR, STUDENT REACTION WAS MORE POSITIVE. (THE PROGRAM AS A WHOLE, THE INDIVIDUAL EXPERIMENTS, AND THE EVALUATIVE PROCEDURES USED ARE DISCUSSED IN DETAIL.) (AD)

ED 013 084 JC 670 675
 RIENDEAU, ALBERT J.
 DISTINGUISHING CHARACTERISTICS OF STUDENTS IN A PUBLIC JUNIOR COLLEGE.
 STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
 PUB DATE AUG 66
 DOCUMENT NOT AVAILABLE FROM EDRS.
 DESCRIPTORS *JUNIOR COLLEGES, COMPUTATIONAL LINGUISTICS, COMPUTER PROGRAMS, COUNSELING, COUNSELING SERVICES, DATA PROCESSING, PATTERN SEARCH AND TABLE TRANSLATION, STATISTICAL ANALYSIS, STATISTICAL STUDIES, STUDENT CHARACTERISTICS.

DATA ON CHARACTERISTICS OF 324 SECOND SEMESTER FRESHMEN AT WEST VALLEY COLLEGE WERE ANALYZED BY USE OF THE "PATTERN SEARCH AND TABLE TRANSLATION TECHNIQUE". A COMPUTER WAS PROGRAMMED TO DETERMINE THE DEGREE OF RELATIONSHIP AMONG CHARACTERISTICS. THE COMPUTER PRINTOUT WAS IN THE FORM OF COMPLETE SENTENCES CONCERNING SUCH RELATIONSHIPS. THUS, FOR EXAMPLE, IT WAS FOUND THAT STUDENTS WHO WERE 20 OR MORE YEARS OF AGE 1) TENDED (A STRONG RELATIONSHIP) NOT TO BE LIVING WITH PARENTS OR RELATIVES, 2) LEANED (A MODERATELY STRONG RELATIONSHIP) TOWARD BEING THOSE WHOSE AVERAGE GRADE IN ENGLISH WAS B-MINUS OR BELOW, AND 3) TILTED (A RELATIVELY WEAK RELATIONSHIP) TOWARD BEING THOSE WHO WERE MALE, AND SO ON. SIMILARLY, THE PRINTOUT DESCRIBED THE CHARACTERISTICS OF THOSE WHO WERE LIVING WITH PARENTS OR RELATIVES, AND (SINCE EACH CHARACTERISTIC WAS DESCRIBED IN TERMS OF A DICHOTOMY) OF STUDENTS WHO WERE NOT LIVING WITH PARENTS OR RELATIVES. THE DECISION AS TO WHETHER A RELATIONSHIP EXISTED BETWEEN CHARACTERISTICS WAS BASED ON STATISTICAL DATA INCLUDED IN THE PRINTOUT, AS WAS THE DECISION CONCERNING THE DEGREE OF RELAT-

IONSHIP. (THE AUTHOR CONCLUDES THAT THE PROCEDURE EMPLOYED PROMISES TO BE OF GREAT USEFULNESS TO JUNIOR COLLEGE COUNSELORS AND PLANNERS.) THIS DISSERTATION IS AVAILABLE FROM UNIVERSITY MICROFILMS, INC., 313 N. FIRST ST., ANN ARBOR, MICHIGAN 48107. (AD)

ED 013 085 JC 670 692
 ANDERSON, ERNEST F.
 DIFFERENTIAL COSTS OF CURRICULA IN COMPREHENSIVE JUNIOR COLLEGES.
 ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH
 PUB DATE 66
 EDRS PRICE MF-\$0.50 HC-\$3.84 94P.
 DESCRIPTORS *COSTS, *JUNIOR COLLEGES, *PROGRAM COSTS, *STUDENT COSTS, EDUCATIONAL FINANCE, EXPENDITURES, SCHOOL FUNDS.

TO DETERMINE RELATIONSHIPS AMONG COSTS OF SPECIALIZED VOCATIONAL-TECHNICAL CURRICULA AND GENERAL OR LIBERAL ARTS CURRICULA, PROGRAMS AT EIGHT PUBLIC JUNIOR COLLEGES WERE ANALYZED, AND THE TOTAL COSTS OF EDUCATING A STUDENT IN EACH CURRICULUM WERE COMPUTED. SEVEN CONCLUSIONS ARE OFFERED-1) MOST OCCUPATIONAL AND TECHNICAL CURRICULA COST MORE PER STUDENT THAN LIBERAL ARTS AND TRANSFER CURRICULA IN THE SAME INSTITUTION, 2) ENGINEERING TECHNOLOGY PROGRAMS ARE ABOUT TWICE AS EXPENSIVE AS LIBERAL ARTS AND TRANSFER PROGRAMS, 3) INDUSTRIAL AND MEDICAL TECHNOLOGY PROGRAMS ARE ABOUT 1.5 TIMES AS EXPENSIVE AS LIBERAL ARTS, 4) PER STUDENT COSTS IN HOME ECONOMICS AND DIETETICS ARE ABOUT 1.2 TIMES THOSE IN LIBERAL ARTS, 5) LIBERAL ARTS PROGRAMS TEND TO COST SLIGHTLY MORE THAN DO THOSE PREPARING STUDENTS FOR BUSINESS, OFFICE, AND PUBLIC SERVICE OCCUPATIONS, 6) ON A STUDENT CREDIT HOUR BASIS, COSTS IN VOCATIONAL CURRICULA EXCEED THOSE IN GENERAL ACADEMIC PROGRAMS-IN SOME CASES BY AS MUCH AS 300 PERCENT, AD 7) THE HIGHER COSTS OF VOCATIONAL-TECHNICAL PROGRAMS SEEM TO BE THE RESULT OF SMALL ENROLLMENTS IN COMBINATION WITH LARGE NUMBERS OF CLASS CONTACT HOURS. (AD)

ED 013 086 JC 670 693
 PALTRIDGE, JAMES GILBERT
 CALIFORNIA'S COORDINATING COUNCIL FOR HIGHER EDUCATION. A STUDY OF ORGANIZATIONAL GROWTH AND CHANGE.
 CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED
 PUB DATE 66
 EDRS PRICE MF-\$1.25 HC-\$11.12 276P.
 DESCRIPTORS *COORDINATION, *HIGHER EDUCATION, *JUNIOR COLLEGES, *STATE PROGRAMS, CALIFORNIA, ORGANIZATION, ORGANIZATIONAL CHANGE, CONTRACT OEC-6-10-106

THE COORDINATING COUNCIL FOR HIGHER EDUCATION WAS ORGANIZED IN 1960 UNDER PROVISIONS OF THE STATE'S MASTER PLAN FOR HIGHER EDUCATION. OBSERVATION, INTERVIEWS, AND ANALYSIS OF WRITTEN MATERIALS PROVIDE THE BASIS FOR THIS REPORT ON CHANGES IN THE COUNCIL'S PROCEDURES, MEMBERSHIP, AND AUTHORITY. THE ORIGINAL MEMBERSHIP INCLUDED THREE REPRESENTATIVES FROM EACH SEG-

MENT OF HIGHER EDUCATION (STATE UNIVERSITY, STATE COLLEGES, JUNIOR COLLEGES, AND PRIVATE INSTITUTIONS). ADDITION OF SIX LAY MEMBERS HAS INCREASED THE TOTAL MEMBERSHIP TO 18, OF WHOM NINE ARE REPRESENTATIVES OF PUBLIC HIGHER EDUCATION. AMONG ORGANIZATIONAL CHANGES HAVE BEEN 1) A MOVE TO THE STATE CAPITAL, 2) ELIMINATION OF PROXY VOTING AND RESTRICTION OF ALTERNATE MEMBERSHIPS, AND 3) CHANGES IN TERMS AND MANNER OF APPOINTMENT OF MEMBERS. THE COUNCIL'S ACTIVITIES HAVE MOVED TOWARD 1) ACTIVE, RATHER THAN PASSIVE, SURVEILLANCE OF THE DIFFERENTIATED FUNCTIONS OF THE PUBLIC HIGHER EDUCATION SEGMENTS, 2) INCREASINGLY ACTIVE RELATIONSHIP WITH THE STATE GOVERNMENT, AND 3) STATE LEVEL ADMINISTRATION OF SEVERAL FEDERAL PROGRAMS IN AID TO HIGHER EDUCATION. (CAUSES AND EFFECTS OF THESE CHANGES ARE DISCUSSED, AS ARE TOPICS SUGGESTED FOR FURTHER RESEARCH.) (WO)

ED 013 087

JC 706 706

ERSKINE, EDWARD J.

MACOMB OCCUPATIONAL EDUCATION SURVEY, A CITIZENS REPORT, 1966-A BLUEPRINT FOR OCCUPATIONAL EDUCATION IN MACOMB COUNTY, MICHIGAN.

MACOMB COUNTY COMMUNITY COLL., WARREN, MICH.

PUB DATE 66

EDRS PRICE MF-\$1.00 HC-\$8.20 203P.

DESCRIPTORS *JUNIOR COLLEGES, *OCCUPATIONAL SURVEYS, AREA VOCATIONAL SCHOOLS, COMMUNITY SURVEYS, EMPLOYMENT TRENDS, MACOMB COUNTY, MANPOWER DEVELOPMENT, MICHIGAN, PROGRAM COORDINATION, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, SCHOOL COMMUNITY RELATIONSHIP, VOCATIONAL EDUCATION.

THE MACOMB ASSOCIATION OF SCHOOL ADMINISTRATORS SPONSORED A COUNTY SURVEY BY EDUCATORS AND LAY CITIZENS TO DETERMINE THE CURRENT STATUS AND THE FUTURE NEED FOR OCCUPATIONAL EDUCATION. DATA WERE COLLECTED ON SUCH VARIABLES AS POPULATION TRENDS, CURRENT AND PROJECTED MANPOWER NEEDS, VOCATIONAL EDUCATION PROGRAMS, OCCUPATIONAL PLANS OF HIGH SCHOOL STUDENTS, AND TRAINING NEEDS FOR ENTRY JOBS. THE STUDY COMMITTEE CONCLUDED THAT THE COMMUNITY JUNIOR COLLEGE IS "SOCIETY'S ANSWER TO THE NEED FOR EXPANDED EDUCATIONAL OPPORTUNITY," AND MADE 36 DETAILED RECOMMENDATIONS INCLUDING-(1) UPGRADING AND EXPANSION OF OCCUPATIONAL EDUCATION IN PRESENTLY EXISTING INSTITUTIONS, (2) REGULAR FOLLOWUP STUDIES BY ALL EDUCATIONAL UNITS, (3) CONTINUING STUDY OF HIGH SCHOOL STUDENTS TO DETERMINE POST-HIGH SCHOOL EDUCATIONAL NEEDS, (4) CONTINUING STUDY OF EMPLOYMENT TRENDS, (5) HIGH SCHOOL-COMMUNITY COLLEGE ARTICULATION, (6) ESTABLISHMENT OF AREA OCCUPATIONAL EDUCATION CENTERS, (7) CONCENTRATION OF POST-HIGH SCHOOL VOCATIONAL EDUCATION IN THE COMMUNITY COLLEGE, (8) COORDINATION WITH OTHER COMMUNITY COLLEGES IN THE DETROIT AREA TO AVOID UNNECESSARY DUPLICATION, AND (9) INVOLVEMENT OF EMPLOYERS AND WORKERS IN EVALUATION OF VOCATIONAL EDUCATION PROGRAMS. (WO)

ED 013 088

JC 706 762

COHEN, ARTHUR M.

TEACHER PREPARATION-RATIONALE AND PRACTICE.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *COURSE OBJECTIVES, *JUNIOR COLLEGES, *PROGRAM EVALUATION, *TEACHER EDUCATION, COLLEGE ROLE, COLLEGE TEACHERS, EDUCATIONAL PHILOSOPHY, PROFESSIONAL TRAINING, STUDENT TEACHING, TEACHER ROLE.

SIX PREMISES PROVIDE A RATIONALE FOR JUNIOR COLLEGE TEACHER TRAINING PROGRAMS-1) TEACHING IS THE PRIME FUNCTION OF THE JUNIOR COLLEGE, 2) TEACHING IS THE PROCESS OF INFLUENCING LEARNING, 3) LEARNING IS CHANGING ABILITY OR TENDENCY TO ACT IN PARTICULAR WAYS, 4) BOTH TEACHING AND LEARNING MAY BE ASSUMED TO HAVE OCCURRED ONLY WHEN OBSERVABLE CHANGES ARE DEMONSTRATED BY THE LEARNER, 5) CHANGE MAY BE OBSERVED ONLY IF THERE HAS BEEN DETERMINATION OF STUDENTS' ABILITIES PRIOR TO INSTRUCTION, 6) SPECIFIC, MEASURABLE OBJECTIVES MUST BE SET SO THAT LEARNING MAY BE APPROPRIATELY GUIDED. JUNIOR COLLEGE TEACHERS WHO ARE TAUGHT TO BUILD THEIR COURSES TOWARD MEASURABLE OBJECTIVES WILL BE BEST PREPARED TO FULFILL THEIR FUNCTIONS AS TEACHERS. THEY WILL BE LEARNING SPECIALISTS WHOSE PRIMARY GOAL IS TO TEACH, NOT TO SORT OUT. (THE STUDENT TEACHER, CLINICAL PROFESSOR, AND INTERNSHIP TEACHER PREPARATION PROGRAMS ARE DESCRIBED AND EVALUATED.) THIS ARTICLE APPEARED IN JUNIOR COLLEGE JOURNAL, 37(8)/21-25, MAY 1967. (AD)

ED 013 089

JC 706 765

SWANSON, HERBERT LELAND

AN INVESTIGATION OF INSTITUTIONAL RESEARCH IN THE JUNIOR COLLEGES OF THE UNITED STATES.

CALIFORNIA UNIV., LOS ANGELES

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTITUTIONAL RESEARCH, *JUNIOR COLLEGES, *PROGRAM EVALUATION, *PROGRAM IMPROVEMENT, DOCTORAL THESES.

TO DETERMINE THE NATURE AND EXTENT OF JUNIOR COLLEGE INSTITUTIONAL RESEARCH, 336 RESPONSES TO A QUESTIONNAIRE WERE ANALYZED, AND SIX INSTITUTIONS WITH RESEARCH PROGRAMS WERE STUDIED IN DEPTH. IN GENERAL, THE COLLEGES WERE CHARACTERIZED BY LACK OF (1) FORMAL INSTITUTIONAL RESEARCH PROGRAMS, (2) SPECIFIC POLICY OR BUDGET PROVISIONS FOR RESEARCH, (3) ADEQUATE RESEARCH STAFF, (4) AND PROVISION FOR EVALUATION OF RESEARCH. THE MOST COMMON USES OF RESEARCH WERE DECISION MAKING, CURRICULUM PLANNING, ESTABLISHMENT OF GOALS, PREPARATION FOR ACCREDITATION, AND PLANNING FOR FUTURE NEEDS. FINDINGS INDICATED THAT THERE IS NEED IN EACH JUNIOR COLLEGE FOR (1) A BASIC PHILOSOPHY OF INSTITUTIONAL RESEARCH, (2) ADEQUATE FINANCIAL SUPPORT, (3) DESIGNATED RESPONSIBILITY FOR RESEARCH, (4) INVOLVEMENT OF STAFF MEMBERS, (5) ASSISTANCE AND TRAINING FOR RESEARCH WORKERS, AND (6) EFFECTIVE USE AND DISSEMINATION OF RESEARCH FINDINGS. THIS DIS-

SERTATION IS AVAILABLE AS DOCUMENT NO. 65-13,093, FOR \$3.60 ON MICROFILM OR \$12.60 IN XEROGRAPHIC COPY FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48107. (WO)

ED 013 090

JC 706 779

JOHNSON, BYRON LAMAR

CONFERENCE ON SYSTEMS APPROACHES TO CURRICULUM AND INSTRUCTION IN THE OPEN-DOOR COLLEGE (UNIVERSITY OF CALIFORNIA, LOS ANGELES, JULY 18-20, 1966).

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER UCLA-OR-9

PUB DATE JAN 67

EDRS PRICE MF-\$0.50 HC-\$2.52 71P.

DESCRIPTORS *BEHAVIORAL OBJECTIVES, *INSTRUCTIONAL MEDIA, *JUNIOR COLLEGES, *SYSTEMS APPROACH, AUTONSTRUCTIONAL LABORATORIES, AUTONSTRUCTIONAL METHODS, COMPUTER ASSISTED INSTRUCTION, DEVELOPMENTAL PROGRAMS, EDUCATIONAL OBJECTIVES, INSTRUCTIONAL DESIGN, INSTRUCTIONAL TECHNOLOGY, OAKLAND COMMUNITY COLLEGE, PURDUE UNIVERSITY.

THE SYSTEMS APPROACH TO INSTRUCTION INVOLVES A CAREFUL SPECIFICATION OF LEARNING OBJECTIVES IN BEHAVIORAL AND MEASURABLE FORM, FOLLOWED BY A SUCCESSION OF EVALUATION-REVISION CYCLES IN THE INSTRUCTIONAL PROCESS, UNTIL NEW STUDENTS EXPOSED TO THE PROCESS ACHIEVE THE DESIRED OBJECTIVES. SEVEN MAJOR PAPERS WERE PRESENTED AT THE CONFERENCE-(1) THE RELATIONSHIP OF INSTRUCTIONAL PROGRAMS TO THE JUNIOR COLLEGE'S COMMITMENT TO CHANGE, (2) OPPORTUNITIES AND PROBLEMS IN THE USE OF COMPUTERS IN INSTRUCTION, (3) METHODS OF PREPARING OBJECTIVES TO SPECIFY STUDENT ACTION OR THE PRODUCT OF SUCH ACTION, THE CONDITIONS UNDER WHICH THE PERFORMANCE WILL OCCUR, AND THE MINIMUM ACCEPTABLE STANDARD OF PERFORMANCE, (4) METHODS OF DEVELOPING AND VALIDATING INSTRUCTIONAL MATERIALS FOR USE IN INSTRUCTIONAL SYSTEMS, (5) A DESCRIPTION OF AN OPERATIONAL PROGRAM, THE AUDIOTUTORIAL SYSTEM OF TEACHING BOTANY AT PURDUE UNIVERSITY, (6) A DESCRIPTION OF THE APPLICATION OF THE SYSTEMS APPROACH AT OAKLAND COMMUNITY COLLEGE, AND (7) THE USE OF THE SYSTEMS APPROACH IN DEVELOPMENTAL PROGRAMS. EMPHASIS THROUGHOUT THE CONFERENCE WAS ON THE DEVELOPMENT OF LEARNING EXPERIENCES IN RELATION TO EDUCATIONAL PURPOSES AND OBJECTIVES, THE NEED FOR FEEDBACK, AND THE NECESSITY FOR CONSTANT EVALUATION, REVISION, AND IMPROVEMENT OF THE SYSTEM. (WO)

ED 013 091

JC 706 785

WORKSHOP ON TEACHING IN ASSOCIATE DEGREE NURSING PROGRAMS (UNIVERSITY OF FLORIDA, JUNE 20-JULY 2, 1965). FLORIDA UNIV., GAINESVILLE, COLL. OF NURSING

PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$4.08 100P.

DESCRIPTORS *JUNIOR COLLEGES, *NURSING EDUCATION, *PROGRAM DEVELOPMENT, PROGRAM PLANNING, TEACHER CHARACTERISTICS, TEACHING METHODS, WORKSHOPS,

THIS WORKSHOP, WHICH WAS PLANNED FOR THE STUDY OF ASSOCIATE DEGREE NURSING PROGRAMS, INCLUDED DISCUSSION OF THE PHILOSOPHICAL BASIS FOR SUCH PROGRAMS, PRINCIPLES AND PRACTICES IN CURRICULUM DESIGN, SELECTION OF SPECIFIC CONTENT AND LEARNING EXPERIENCES, "PRE" AND "POST" CONFERENCES, ASSIGNMENT PATTERNS, TESTING AND EVALUATION, AND RECENT DEVELOPMENTS IN TEACHING TECHNIQUES. CONSIDERATION WAS ALSO GIVEN TO THE NATURE OF THE NURSING EDUCATION TEACHER, THE CHARACTERISTICS OF THE PROGRAM, STATE BOARD REQUIREMENTS, AND THE SELECTION AND USE OF COMMUNITY RESOURCES. (WO)

ED 013 092 **JC 670 787**
STOOPS, JOHN A. GUDITUS, CHARLES W.
CONFERENCE ON THE COMMUNITY COLLEGE IN HIGHER EDUCATION. (LEHIGH UNIVERSITY, NOVEMBER 21-22, 1965).
LEHIGH UNIV., BETHLEHEM, PA.
PUB DATE 66

EDRS PRICE MF-40.50 HC-\$3.24 79P.
DESCRIPTORS *COLLEGE TEACHERS, *HIGHER EDUCATION, *JUNIOR COLLEGES, BETHLEHEM, COLLEGE ROLE, COMMUNITY COLLEGES, PENNSYLVANIA, SCHOOL COMMUNITY RELATIONSHIP, TEACHER QUALIFICATIONS.

AT THIS CONFERENCE (NOVEMBER 1965), FOUR PAPERS WERE PRESENTED FOR DISCUSSION. TO BE RECOGNIZED AS A PART OF HIGHER EDUCATION, THE JUNIOR COLLEGE, LIKE THE REST OF HIGHER EDUCATION, MUST BE CONCERNED WITH SUBJECT MATTER IN BREADTH AND DEPTH, MUST BE INTENDED FOR ADULTS, AND MUST BE A PART OF THE COMMUNITY OF SCHOLARSHIP IN ITS TRULY LIBERAL SENSE. IT MUST HAVE (1) ARTS AND SCIENCES PROGRAMS TRANSFERABLE TO THE 4-YEAR INSTITUTIONS, (2) VOCATIONAL AND TECHNICAL PROGRAMS OF SUITABLY VARYING LENGTH AND CONTENT, (3) SOUND CAREER AND PERSONAL COUNSELING, (4) GENERAL EDUCATION AND SELF-IMPROVEMENT COURSES FOR THE WHOLE COMMUNITY, AND (5) PROGRAMS AND SERVICES OF CIVIC ACTIVITIES. AS IN A UNIVERSITY, THE FACULTY MUST BE ABLE TO JUDGE ITS OWN COMPETENCE, BUT BECAUSE OF THE SPECIAL NATURE OF THE COMMUNITY COLLEGE, IT MUST ALSO DEAL WITH A WIDE RANGE OF STUDENT ABILITIES AND TAKE AN ACTIVE PART IN COMMUNITY AFFAIRS. FOR SUCH A VARIETY OF PROGRAMS, THE STAFF WILL OF NECESSITY HAVE A GREAT DIVERSITY OF BACKGROUND. SOME WILL HAVE ACADEMIC DEGREES AT VARIOUS LEVELS, SOME WILL HAVE PROFESSIONAL DEGREES, AND OTHERS, WITHOUT DEGREES, WILL HAVE GREAT COMPETENCE IN SPECIAL SUBJECTS. IN VIEW OF THE GENERAL SCARCITY OF COMPETENT TEACHERS, THE COMMUNITY COLLEGE APPEARS, AT LEAST FOR THE PRESENT, TO BE THE BEST TRAINING GROUND FOR ITS OWN FACULTY. (HH)

ED 013 093 **JC 670 792**
SIEHR, HUGO E. AND OTHERS
PROBLEMS OF NEW FACULTY MEMBERS IN COMMUNITY COLLEGES.
MICHIGAN ST. UNIV., EAST LANSING
PUB DATE 63
EDRS PRICE MF-40.50 HC-43.20 8P.
DESCRIPTORS *COLLEGE TEACHERS, *JUNIOR COLLEGES, *TEACHER ORIENTA-

TATION, PROBLEMS, STUDENT TEACHER RELATIONSHIP, TEACHER ADMINISTRATION, RELATIONSHIP, TEACHER ROLE.

TO IDENTIFY COMMON PROBLEMS, HELPFUL ADMINISTRATIVE PROCEDURES, AND EFFECTIVE ORIENTATION PROCESSES ENCOUNTERED BY NEW TEACHERS, QUESTIONNAIRES WERE SENT TO 5,628 FACULTY MEMBERS IN 429 COMMUNITY COLLEGES. FROM THE 2,783 USABLE RETURNS, NINE MAJOR PROBLEMS WERE IDENTIFIED—(1) LACK OF TIME FOR SCHOLARLY STUDY, (2) ADAPTATION OF INSTRUCTION TO INDIVIDUAL DIFFERENCES, (3) DEALING WITH STUDENTS WHO REQUIRE SPECIAL ATTENTION TO OVERCOME DEFICIENCIES, (4) OBTAINING ADEQUATE SECRETARIAL HELP, (5) UNDERSTANDING INSTITUTIONAL TEACHER LOAD POLICIES, (6) CHALLENGING SUPERIOR STUDENTS, (7) OBTAINING NEEDED INSTRUCTIONAL MATERIALS, (8) GRADING OR MARKING STUDENTS' WORK, AND (9) UNDERSTANDING COLLEGE POLICIES FOR CURRICULAR DEVELOPMENT. THREE FACTORS ESSENTIAL FOR INSTRUCTOR GROWTH WERE IDENTIFIED AS SECURITY IN ONE'S PROFESSIONAL POSITION, CONCERN FOR INSTRUCTORS AS PEOPLE, AND FREEDOM FOR THE INSTRUCTOR TO WORK OUT SOLUTIONS TO HIS OWN PROBLEMS. ORIENTATION PROGRAMS SHOULD (1) BE RELATED TO PROBLEMS IDENTIFIED IN THE SPECIFIC INSTITUTION, (2) INCLUDE BOTH FORMAL AND INFORMAL PROCESSES, AND (3) BE DIRECTED AT HELPING THE NEW FACULTY MEMBER TOWARD A COMPLETE UNDERSTANDING OF HIS ROLE IN THE COLLEGE. (WO)

ED 013 094 **JC 670 793**
HILLEARY, LOUIS F. AND OTHERS
A PROGRAM OF DEVELOPMENTAL STUDIES, INSTRUCTIONAL METHODS AND CURRICULA UTILIZING COMMUNITY RESOURCES FOR THE EDUCATION OF THE LOW-ACHIEVING AND CULTURALLY DISADVANTAGED STUDENT.
LOS ANGELES JUNIOR COLL. DISTRICT, CALIF.
PUB DATE 67

EDRS PRICE MF-40.25 HC-\$1.56 37P.
DESCRIPTORS *JUNIOR COLLEGES, DEVELOPMENTAL PROGRAMS, DISADVANTAGED YOUTH, EDUCATIONALLY DISADVANTAGED, INSERVICE PROGRAMS, PROGRAM DEVELOPMENT, PROGRAM PLANNING, TEACHER CHARACTERISTICS, TEACHING PROGRAMS.

THIS REPORT BY A COMMITTEE OF THE FACULTIES OF THE LOS ANGELES JUNIOR COLLEGES OFFERS SPECIFIC SUGGESTIONS FOR EDUCATING THE DISADVANTAGED STUDENT. INSTRUCTORS MUST APPRECIATE THE DIFFICULTIES OF REACHING THE NON-ACHIEVER, WITH HIS FRUSTRATION, APATHY, AND REBELLION AGAINST EDUCATION, AND THEY MUST UNDERSTAND THE NECESSITY OF ENCOURAGING HIM TO INCREASE HIS KNOWLEDGE OF BOTH HIMSELF AND HIS SOCIETY. INSERVICE TRAINING GIVES THE TEACHER AN OPPORTUNITY TO LEARN FROM EXPERIENCED INSTRUCTORS, TO DEVELOP AND TEST MATERIALS, AND TO TRY NEW TEACHING METHODS. THE OBJECTIVES OF A PROGRAM OF DEVELOPMENTAL STUDIES ARE TO HELP THE STUDENT DEVELOP (1) HIS KNOWLEDGE OF HIMSELF AND THEREFORE OF HIS EDUCATIONAL GOALS, (2) HIS ABILITY TO READ, WRITE AND SPEAK EFFECTIVELY, AND (3) HIS EFFECTIVE PLACE IN SOCIETY AT LARGE. CURRICULA, INS-

TRUCTIONAL METHODS (INCLUDING THE USE OF TUTORS AND TEACHER ASSISTANTS), AND MATERIALS HAVE BEEN PREPARED IN THE FIELDS OF COMMUNICATION, PSYCHOLOGY, AND INTERDISCIPLINARY STUDIES. COPIES OF THE OUTLINES AND DEMONSTRATION UNITS, AS WELL AS OF OTHER BACKGROUND PAPERS, ARE AVAILABLE FROM LOUIS F. HILLEARY, DEAN OF INSTRUCTION, LOS ANGELES CITY COLLEGE, 855 VERMONT AVE., LOS ANGELES, CALIF. (HH)

ED 013 095 **JC 670 795**
BROOKS, WALTER L. DUBOSE, DAVID C.
INSTITUTING A VOCATIONAL MAJOR IN NATURAL RESOURCES AT SHASTA COLLEGE.
PUB DATE JUN 67
EDRS PRICE MF-40.25 HC-\$1.64 39P.

DESCRIPTORS *CURRICULUM PLANNING, *JUNIOR COLLEGES, *NATURAL RESOURCES, *TECHNICAL EDUCATION, CALIFORNIA, COMMUNITY SUPPORT, CONSERVATION EDUCATION, EMPLOYMENT OPPORTUNITIES, FORESTRY, JOB MARKET, OCCUPATIONAL SURVEYS, REDDING, SCHOOL COMMUNITY COOPERATION, TERMINAL EDUCATION.

TWO FACTORS LED TO THE DEVELOPMENT OF A TERMINAL PROGRAM TO PREPARE STUDENTS FOR EMPLOYMENT IN OCCUPATIONS RELATED TO THE USE AND CONSERVATION OF NATURAL RESOURCES—(1) THE CONSISTENTLY LARGE NUMBERS OF STUDENTS WHO ENROLLED IN TRANSFER PROGRAMS IN THESE FIELDS BUT WHO DID NOT CONTINUE BEYOND THE JUNIOR COLLEGE, AND (2) THE LOCATION OF THE COLLEGE IN AN AREA OF HIGH EMPLOYMENT AND INTEREST IN THESE FIELDS. A SURVEY REVEALED SIX JOBS FOR WHICH A GENERALIZED MAJOR IN NATURAL RESOURCES WOULD BE APPROPRIATE—(1) FORESTRY AIDE OR TECHNICIAN, (2) FISH AND WILDLIFE ASSISTANT, (3) FISH CULTURIST, (4) GAME WARDEN, (5) RANGE TECHNICIAN, AND (6) REFUGE FOREMAN. WITHIN THE PROGRAM, WHICH INCLUDES GENERAL REQUIREMENTS FOR THE AA DEGREE AND A 20-UNIT MAJOR IN NATURAL RESOURCES, THE STUDENT HAS A CHOICE OF SEVERAL SPECIALIZED OPTIONS. (A DETAILED DESCRIPTION OF THE CURRICULUM AND ITS COMPONENT COURSES IS INCLUDED.) (HH)

ED 013 096 **JC 670 798**
RATNER, MURIEL
ON USING AND BEING A CONSULTANT.
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
PUB DATE 67
EDRS PRICE MF-40.25 HC-\$1.56 37P.

DESCRIPTORS *CONSULTANTS, *JUNIOR COLLEGES, *PROGRAM DEVELOPMENT, *SPECIALISTS, PLANNING, PREN HALL FOUNDATION, PROFESSIONAL SERVICES, PROGRAM PLANNING, WORKSHOPS.

MOST JUNIOR COLLEGES HAVE NEED FOR CONSULTANT SERVICES IN THE DEVELOPMENT OF NEW PROGRAMS. IN SUCH SITUATIONS, USE OF CONSULTATIVE SERVICES MAY HAVE FOUR PURPOSES—(1) OBTAINING SPECIALIZED KNOWLEDGE AND SKILLS, (2) SAVING TIME AND MANPOWER, (3) BRINGING TO THE COLLEGE OBJECTIVITY AND A FRESH VIEWPOINT, AND (4) EXTENDING RESOURCES BEYOND THOSE NORMALLY AVAILABLE TO THE COLLEGE. THE MOST EFFECTIVE SOURCES OF CONSULTANTS FOR JUNIOR COLLEGES ARE PROFESSIONAL ASSOCIAT-

IONS, OTHER COLLEGES, STATE DEPARTMENTS OF EDUCATION, AND THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES. THE USE OF A CONSULTANT INVOLVES CAREFUL PLANNING, AND BOTH THE COLLEGE STAFF AND THE CONSULTANT SHOULD BE THOROUGHLY AWARE OF THEIR ROLES AND RELATIONSHIPS. STANDARDS OF GOOD CONSULTING PRACTICE ARE PRESENTED AS THEY AFFECT THE INSTITUTION AND THE CONSULTANT. A FLOW CHART ILLUSTRATES THE PROCESS FROM THE TIME OF RECOGNITION OF A PROBLEM TO THE IMPLEMENTATION OF RECOMMENDATIONS. THIS DOCUMENT IS AVAILABLE FOR \$1.00 FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 16TH ST. NW, WASHINGTON, D.C. 20036. (WO)

ED 013 097 JC 670 799

MATHIES, MARY LORRAINE
A STUDY OF THE INFORMATION NEEDS OF JUNIOR COLLEGE EDUCATORS.
CALIFORNIA UNIV., LOS ANGELES
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CLEARINGHOUSES, *DATA COLLECTION, *INFORMATION DISSEMINATION, *JUNIOR COLLEGES, *RESOURCE CENTERS, INFORMATION UTILIZATION, INSTITUTIONAL RESEARCH, QUESTIONNAIRES.

TO DETERMINE THE INFORMATION NEEDS OF JUNIOR COLLEGE EDUCATORS AS A BASIS FOR PLANNING ACTIVITIES OF THE ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION, QUESTIONNAIRES WERE SENT TO 3,792 POTENTIAL USERS OF CLEARINGHOUSE SERVICES (ADMINISTRATORS, LIBRARIANS, AND OTHERS). THE 1,062 RESPONDENTS INDICATED GREATEST INTEREST IN AN EXCHANGE OF CURRENT INFORMATION ON CURRICULUM, INSTRUCTION, INNOVATIVE PRACTICES AND INSTITUTIONAL RESEARCH. THESE AND OTHER FINDINGS LED TO RECOMMENDATIONS THAT THE CLEARINGHOUSE SHOULD ENGAGE IN THE FOLLOWING ACTIVITIES—(1) MORE EFFECTIVE PUBLICITY CONCERNING CLEARINGHOUSE SERVICES, (2) EXPANSION OF SERVICES THROUGH COOPERATIVE ACTION WITH THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, (3) FREQUENT PUBLICATION OF ACCESSIONS LISTS AND SUBJECT BIBLIOGRAPHIES, (4) PREPARATION OF A HANDBOOK OF RESEARCH METHODOLOGY, (5) PUBLICATION OF AN ANNUAL SUMMARY OF JUNIOR COLLEGE RESEARCH, AND (6) SPONSORSHIP OF PROGRAMS OF TRAINING AND OF CURRICULUM RESEARCH. THIS DISSERTATION IS AVAILABLE FROM UNIVERSITY MICROFILMS, INC., 313 N. FIRST STREET, ANN ARBOR, MICHIGAN 48107. (HH)

ED 013 098 JC 670 800

HARRIS, NORMAN C.
DEVELOPMENTS IN TECHNICAL AND VOCATIONAL EDUCATION.
DUKE UNIV., DURHAM, N.C.
REPORT NUMBER BR-6-1722-23
PUB DATE APR 67

EDRS PRICE MF-\$0.50 HC-\$5.04 124P.
DESCRIPTORS *JUNIOR COLLEGES, *SUBPROFESSIONALS, *TECHNICAL EDUCATION, *TECHNICAL OCCUPATIONS, *VOCATIONAL SCHOOLS, LITERATURE REVIEWS, MANPOWER DEVELOPMENT, CONTRACT OEC-2-6-061722-1742

THE JUNIOR COLLEGE HAS EMERGED AS THE APPROPRIATE TRAINING AGENCY

FOR STUDENTS ENTERING MIDDLE MANPOWER JOBS REQUIRING A BALANCE OF COGNITIVE AND MANUAL ABILITY. THESE ARE THE STUDENTS WITH MIDDLE LEVEL ABILITIES AND ACCOMPLISHMENTS, FOR WHOM HIGH SCHOOL EDUCATION IS NOT ENOUGH AND A 4-YEAR DEGREE NOT NECESSARY. PROBLEMS ENCOUNTERED IN TRAINING THEM FOR SUCH OCCUPATIONS ARE THE STUDENTS' LACK OF SENSE OF STATUS, THE UNCERTAIN PLACE OF SUCH JOBS IN A CORPORATE ORGANIZATION CHART, LACK OF SOUND COUNSELING, CONTINUING HIGH SCHOOL EMPHASIS ON COLLEGE PREPARATION, AND A SHORTAGE OF TEACHING AND ADMINISTRATIVE PERSONNEL. IMMEDIATE RESEARCH IS NEEDED ON (1) THE REAL ENTRY REQUIREMENTS OF INDUSTRY, (2) THE APRENTICESHIP SYSTEM, (3) TRAINING PROGRAMS IN INDUSTRY, (4) STATUS AND PROPER USE OF TECHNICIANS, (5) THE SUITABILITY OF VARIOUS INSTRUCTIONAL MEDIA, (6) THE VALUE OF GENERAL EDUCATION COURSES, (7) OPEN-ENDED CURRICULA FOR JOB ENTRY OR TRANSFER, (8) PREPARATION OF COMPETENT INSTRUCTIONAL STAFF, (9) A POSSIBLE FIRST-YEAR CORE CURRICULUM FOR TECHNICIANS, (10) REGIONAL PRE-TECHNICAL PROGRAMS IN HIGH SCHOOLS, (11) WAYS TO UPGRADE THE TECHNICIAN'S STATUS, (12) THE ECONOMIC VALUES OF THE TECHNICAL PROGRAM, (13) THE USE OF DATA FROM FOLLOWUP STUDIES, (14) EFFECTS OF AUTOMATION ON JOB REQUIREMENTS, AND (15) A NEW OCCUPATIONAL CLASSIFICATION SCHEME WITH A MORE PRECISE DEFINITION OF THE TECHNICIAN. (HH)

ED 013 099 JC 670 801

ALDEN, JOHN D. AND OTHERS
DEMAND FOR ENGINEERS AND TECHNICIANS—1966.
ENGINEERING MANPOWER COMMISSION, NEW YORK, N.Y.
PUB DATE NOV 66

EDRS PRICE MF-\$0.50 HC-\$3.80 93P.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *ENGINEERING RELATED TECHNOLOGY, *ENGINEERS, *JUNIOR COLLEGES, *TECHNICAL OCCUPATIONS, EMPLOYMENT TRENDS, OCCUPATIONAL SURVEYS, SUBPROFESSIONALS, TECHNICAL EDUCATION.

A QUESTIONNAIRE SURVEY TO ASSESS THE NATURE AND LEVEL OF CURRENT AND FUTURE EMPLOYMENT OF TECHNICIANS BROUGHT RESPONSES FROM 490 ORGANIZATIONS EMPLOYING SUCH PERSONNEL. THE RECENT DEMAND FOR BOTH GRADUATE ENGINEERS AND ENGINEERING TECHNICIANS HAS BEEN GROWING, AND THE TREND WILL PROBABLY CONTINUE. THE RAPID GROWTH AND UPGRADING OF TECHNICAL PROGRAMS IN JUNIOR COLLEGES AND TECHNICAL INSTITUTES ARE CONTRIBUTING TO BOTH THE DEMAND FOR AND THE SUPPLY OF TECHNICIANS. THE SHORTAGE OF GRADUATE ENGINEERS WILL PROBABLY RESULT IN MORE EFFECTIVE UTILIZATION OF THE AVAILABLE PERSONNEL AND INCREASED EMPLOYMENT OF TECHNICIANS TO PERFORM THE MORE REPETITIVE TECHNICAL OPERATIONS. IN A 1-YEAR PERIOD, THE NUMBER OF TECHNICIANS PER 100 ENGINEERS AND SCIENTISTS INCREASED FROM 38 TO 42. THIS DOCUMENT IS AVAILABLE FOR \$4.00 FROM ENGINEERING MANPOWER COMMISSION OF ENGINEERS JOINT COUNCIL, 345 E. 47TH ST., NEW YORK, N.Y. 10017. (HH)

ED 013 100 JC 670 803

SALATINO, ANTHONY
TEACHING IN THE JUNIOR COLLEGE, A SERIES OF SEMINARS CO-SPONSORED BY BROWN UNIVERSITY AND ROGER WILLIAMS JUNIOR COLLEGE.

ROGER WILLIAMS JUNIOR COLL., PROVIDENCE, R.I.

PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$2.00 48P.

DESCRIPTORS *EFFECTIVE TEACHING, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL INNOVATION, *JUNIOR COLLEGES, *TEACHING QUALITY, EXPERIMENTS, TEACHER CHARACTERISTICS, TEACHER EDUCATION, TEACHER IMPROVEMENT.

THE CONTENT OF THREE LECTURES PROVIDED THE BASIS FOR DISCUSSION AT THESE SEMINARS—(1) ALTHOUGH THE JUNIOR COLLEGE TEACHER IS MORE INTERESTED IN HIS STUDENTS AND IN RESEARCH TO IMPROVE TEACHING THAN IS HIS 4-YEAR COLLEGE COUNTERPART, HIS PROBLEMS DIFFER CHIEFLY IN DEGREE FROM THOSE OF THE SENIOR COLLEGE TEACHER. AN EFFECTIVE TEACHER EDUCATION PROGRAM SHOULD INCLUDE ACADEMIC CONTENT, SUPERVISED TEACHING, AND A PROFESSIONAL SEMINAR. (2) TECHNIQUES SUGGESTED FOR IMPROVING TEACHING INCLUDE OBSERVATION AND SELF-EVALUATION, PRECISION IN DEFINITION OF OBJECTIVES, USE OF METHODS AND MEDIA APPROPRIATE TO OBJECTIVES, USE OF SUPPLEMENTAL MATERIALS AND READINGS, APPROPRIATE ASSIGNMENTS AND EVALUATION DEVICES, ENCOURAGEMENT OF DISCOVERY AND SELF-DIRECTION PROCESSES, WILLINGNESS TO ADAPT AND INNOVATE, SKILL IN QUESTIONING, AND AN EXCHANGE OF IDEAS. (3) SUCCESS IN EXPERIMENTATION DEPENDS ON SUCH FACTORS AS INSTITUTIONAL READINESS, FACULTY PARTICIPATION AND SUPPORT, ASSESSMENT OF SOCIETAL NEEDS, STUDY AND UNDERSTANDING OF STUDENTS, AND DEVELOPMENT OF INSTRUCTIONAL RESOURCES AND CURRICULUM MATERIALS. (WO)

ED 013 101 JC 670 805

LAVIRE, WILLIS A.
INSTITUTIONAL RESEARCH BASES FOR ADMINISTRATIVE DECISION-MAKING. ANNUAL JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE. (5TH, UNIVERSITY OF FLORIDA, AUGUST 8-11, 1965).
FLORIDA ST. UNIV., TALLAHASSEE

PUB DATE 65
EDRS PRICE MF-\$0.25 HC-\$1.76 42P.

DESCRIPTORS *INSTITUTIONAL RESEARCH, *JUNIOR COLLEGES, *RESEARCH DESIGN, ADMINISTRATIVE ORGANIZATION, GUIDELINES, RESEARCH METHODOLOGY, RESEARCH PROBLEMS.

IN ADDITION TO AN ANNOTATED LISTING OF RESEARCH PROJECTS UNDERTAKEN AS A RESULT OF THE INSTITUTE, TWO ADDRESSES ARE REPRODUCED. MAURICE L. LITTON REVIEWED THE BASIC STEPS OF PROBLEM SOLVING, DESCRIBED THE CHARACTERISTICS OF GOOD RESEARCH DESIGN, AND URGED THAT THE RESULTS OF STUDIES BE SHARED WITH OTHERS. IN STRESSING THE VALUE OF USING THE METHODS OF SCIENCE IN DETERMINING COURSES OF ACTION OR FIXING BELIEFS, HE CAUTIONED THE PARTICIPANTS TO USE CARE IN SELECTING PROBLEMS, STATING HYPOTHESES, SELECTING A DESIGN, GATHERING DATA, AND DRAWING CONCLUSIONS. W. HUGH

STICKLER DEFINED INSTITUTIONAL RESEARCH AS RESEARCH WHICH IS DIRECTED TOWARD PROVIDING DATA USEFUL OR NECESSARY IN MAKING ADMINISTRATIVE DECISIONS OR SUCCESSFULLY MAINTAINING, OPERATING, OR IMPROVING AN INSTITUTION. HE OFFERED SEVEN PRINCIPLES FOR DEVELOPING A PROGRAM OF RESEARCH—(1) INSTITUTIONAL RESEARCH MUST BE PLANNED, (2) RESPONSIBILITY SHOULD BE CENTRALIZED, (3) THE PERSON IN CHARGE OF RESEARCH SHOULD REPORT TO A MAJOR INSTITUTIONAL OFFICER, (4) INSTITUTIONAL RESEARCH MUST BE ADEQUATELY FINANCED, (5) AN ADVISORY COMMITTEE FROM THE ENTIRE INSTITUTION SHOULD ASSIST THE RESEARCH AGENCY, (6) FACULTY MEMBERS AND ADMINISTRATORS SHOULD PARTICIPATE IN THE PROGRAM, AND (7) THE HIGHEST LEVELS OF PROFESSIONAL ETHICS MUST BE MAINTAINED. (WO)

ED 013 102 JC 670 812
MORRISON, D.G. WITHERSPOON, CLINETTE F.

PROCEDURES FOR THE ESTABLISHMENT OF PUBLIC 2-YEAR COLLEGES. OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-57006
PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$5.60 138P.

DESCRIPTORS *COLLEGE PLANNING, *JUNIOR COLLEGES, *STATE PROGRAMS, GOVERNANCE, STATE AGENCIES, STATE LEGISLATION, STATE SCHOOL DISTRICT RELATIONSHIP.

A SURVEY OF EXISTING LEGISLATION, PLANS, AND PROCEDURES FOR ESTABLISHING JUNIOR COLLEGES LED TO THE PREPARATION OF A SET OF SIX SUGGESTED GUIDELINES—(1) NEED FOR ENABLING LEGISLATION, CRITERIA FOR ESTABLISHMENT, AND PROCEDURES FOR ESTABLISHMENT, (2) 15 SEQUENTIAL STEPS, NOT ALL OF WHICH MAY BE NEEDED IN EVERY SITUATION, (3) DEVELOPMENT BY THE APPROVAL AGENCY OF PROCEDURES FOR INITIATION, STUDY AND STUDY APPROVAL, SELECTION OF BOARD AND CHIEF ADMINISTRATOR, PROGRAM DEVELOPMENT AND PLANNING, SITE SELECTION, AND BUDGET PREPARATION, (4) CLEARLY STATED PROCEDURES TO BE EMPLOYED WHERE RESPONSIBILITY IS TO BE SHARED, (5) INCLUSION OF PROCEDURES IN REGULATIONS RATHER THAN IN ENABLING LEGISLATION, AND (6) AVAILABILITY OF WRITTEN PROCEDURAL STATEMENTS FROM THE APPROVAL AGENCY. THE 15 PROCEDURAL STEPS ARE (1) INITIATION, (2) SURVEY, (3) PRESENTATION OF SURVEY, (4) APPROVAL AGENCY ACTION, (5) REDISTRICTING, (6) PASSAGE OF TAX LEVY OR BOND ISSUE, (7) SELECTION OF COLLEGE BOARD, (8) SELECTION OF CHIEF ADMINISTRATOR, (9) SELECTION OF STAFF, (10) AUTHORIZATION TO GRANT DEGREES, (11) BUDGETING, (12) SITE AND FACILITIES PLANNING, (13) CURRICULUM DEVELOPMENT, (14) CURRICULUM REGISTRATION, (15) COLLEGE OPENING. SUMMARIES OF STATE PLANS ARE PRESENTED. THIS DOCUMENT IS AVAILABLE AS FS 5.257/57006 FOR \$0.55 FROM U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. (WO)

ED 013 103 JC 670 814
TUCKER, SYLVIA BOLTZ

COLLEGE AND UNIVERSITY POTENTIAL OF SELECTED JUNIOR COLLEGE STUDENTS. CALIFORNIA UNIV., LOS ANGELES

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ABILITY IDENTIFICATION, *ACADEMIC APTITUDE, *ADMISSION CRITERIA, *JUNIOR COLLEGES, *PERSONALITY STUDIES, COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, CREATIVITY, INDIVIDUAL CHARACTERISTICS, OMNIBUS PERSONALITY INVENTORY, STUDENT CHARACTERISTICS.

CHARACTERISTICS OF 527 STUDENTS IN TWO JUNIOR COLLEGES WERE ANALYZED IN AN ATTEMPT TO RELATE THEIR LEVELS OF COLLEGE ELIGIBILITY (UNIVERSITY, STATE COLLEGE, JUNIOR COLLEGE, OR JUNIOR COLLEGE PROBATION) TO THEIR CONCEPTS OF AN IDEAL COLLEGE, THEIR INTELLECTUAL DISPOSITIONS, THEIR CREATIVE INCLINATIONS, AND THEIR HIGH-SCHOOL GRADE AVERAGES. INSTRUMENTS USED WERE THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES AND THE OMNIBUS PERSONALITY INVENTORY. THE RESULTS OF THIS STUDY SUGGEST THAT THE CURRENT COLLEGE PRACTICE OF ADMITTING STUDENTS MAINLY ON THE BASIS OF ACADEMIC ACHIEVEMENT MAY BE DEPRIVING BOTH THE COLLEGE AND SOCIETY OF THE CONTRIBUTIONS OF THE HIGHLY CREATIVE. A REVISION OF COLLEGE ADMISSION STANDARDS MIGHT BE UNDERTAKEN TO PROFIT FROM THIS DIVERSITY OF TALENT. THIS DISSERTATION IS AVAILABLE AS DOCUMENT NO. 65-2558, FOR \$2.75 (MICROFILM) OR \$9.00 (XEROGRAPHIC COPY), FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST ST., ANN ARBOR, MICHIGAN 48107. (HH)

ED 013 104 JC 670 815
MCINTYRE, CHARLES AND OTHERS
FINANCING CALIFORNIA'S PUBLIC JUNIOR COLLEGES.

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER CCHE-1029

PUB DATE JUN 67

EDRS PRICE MF-\$0.50 HC-\$5.04 124P.

DESCRIPTORS *EDUCATIONAL FINANCE, *JUNIOR COLLEGES, *STATE PROGRAMS, BUDGETING, CALIFORNIA, FOUNDATION PROGRAMS, SCHOOL DISTRICT SPENDING, SCHOOL TAXES, STATE AID.

THE ROLES OF THE STATE AND THE LOCAL DISTRICT IN PROVISION OF OPERATING FUNDS ARE DISCUSSED IN RELATION TO FIVE CRITERIA—(1) EQUALITY OF OPPORTUNITY FOR ALL ELIGIBLE PERSONS TO RECEIVE A JUNIOR COLLEGE EDUCATION, (2) EQUITY OF CONTRIBUTIONS FROM EACH SOURCE, BASED ON ABILITY TO PAY AND BENEFITS RECEIVED, (3) OPTIMUM UTILIZATION OF AVAILABLE RESOURCES, (4) FLEXIBILITY AT THE LOCAL LEVEL WITHIN THE FRAMEWORK OF STATE EDUCATIONAL OBJECTIVES, AND (5) SIMPLICITY WITH LONG RANGE STABILITY. THE AUTHORS RECOMMEND A PLAN FOR SHARING OF COSTS BETWEEN THE STATE AND THE LOCAL DISTRICTS, WITH EACH LEVEL CONTRIBUTING A PREDETERMINED PERCENTAGE OF THE BUDGETED COSTS. ALTERNATIVE PLANS DISCUSSED ARE (1) COMPLETE STATE SUPPORT WITH A PREDETERMINED PROGRAM AMOUNT COMPUTED PER STUDENT OR PER WEEKLY STUDENT CONTACT HOUR, (2) COMPLETE STATE SUPPORT THROUGH A PROCESS OF BUDGET REVIEW, (3) STATE-LOCAL SHARING OF A PREDETERMINED

PROGRAM AMOUNT, AND (5) EQUAL SHARING OF PROGRAM COSTS BY THE STATE AND THE LOCAL DISTRICT. CONSIDERATION OF FACILITIES NEEDS LEADS TO A PROPOSAL WITH FEATURES OF (1) ANNUAL PREPARATION AND UPDATING OF LONG RANGE MASTER BUILDING PLANS FOR EACH COLLEGE, (2) STATE APPROVAL OF BUILDING PROJECTS AND PLANS, (3) STATE AND DISTRICT SHARING OF COSTS ACCORDING TO A FORMULA, AND (4) LEVYING OF A DISTRICT TAX TO PROVIDE THE DISTRICT'S SHARE OF THE COSTS OF THE APPROVED PROJECT. (WO)

ED 013 105 JC 670 819
STANTON, WILLIAM A.

STANDARDS FOR VOCATIONAL EDUCATION AS REFLECTED IN CALIFORNIA JUNIOR COLLEGE ACCREDITATION TEAM REPORTS. CALIFORNIA UNIV., LOS ANGELES

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACCREDITATION (INSTITUTIONS), *CRITERIA, *JUNIOR COLLEGES, *PROGRAM IMPROVEMENT, *VOCATIONAL EDUCATION, ARTICULATION (PROGRAM), CALIFORNIA, DOCTORAL THESES, INTERAGENCY COORDINATION, PROGRAM EVALUATION.

THE MAJOR PURPOSE OF THIS STUDY WAS THE DEVELOPMENT OF A SET OF CRITERIA FOR EVALUATING JUNIOR COLLEGE VOCATIONAL PROGRAMS. THE AUTHOR ALSO STUDIED TRENDS IN THE NATURE OF COMMENDATIONS AND RECOMMENDATIONS MADE BY VISITING ACCREDITATION TEAMS. THE NUMBERS AND TYPES OF SUCH STATEMENTS REPORTED IN A 1957 STUDY WERE COMPARED WITH THOSE OF STATEMENTS IN 146 REPORTS ON 75 JUNIOR COLLEGES BETWEEN 1957 AND 1966. STATISTICAL ANALYSIS FAILED TO SHOW THAT SPECIFIC INSTRUCTIONAL PROGRAMS IMPROVE AS A DIRECT RESULT OF ACCREDITATION TEAM RESULTS. NOTABLE TRENDS IN VOCATIONAL EDUCATION INCLUDE INCREASED USE OF LAY ADVISORY COMMITTEES, GROWING NEED FOR IMPROVEMENT OF COORDINATION, AND EXPANSION AND DEVELOPMENT OF NEW PROGRAMS. EIGHT EVALUATIVE DIMENSIONS ARE DISCUSSED—(1) EFFECTIVE USE OF LAY ADVISORY COMMITTEES, (2) A RANGE OF OFFERINGS COMPATIBLE WITH STUDENT INTEREST AND ABILITY AND WITH COMMUNITY SURVEY RESULTS, (3) INTRASCHOOL, INTERAGENCY, AND INDUSTRY-EDUCATION COORDINATION, (4) OCCUPATIONALLY COMPETENT TEACHERS, (5) EFFECTIVE PLACEMENT AND FOLLOW-UP PROCEDURES, (6) EFFECTIVE STUDENT RECRUITMENT AND SELECTION, (7) ADEQUACY OF FACILITIES AND EQUIPMENT, AND (8) CONTINUOUS EVALUATION. THIS DISSERTATION IS AVAILABLE FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48107. (HH)

ED 013 106 JC 670 820
HALL, LINCOLN H.

PERFORMANCES OF AVERAGE STUDENTS IN A JUNIOR COLLEGE AND IN FOUR-YEAR INSTITUTIONS.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

REPORT NUMBER CSDE-RB-16

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *AVERAGE STUDENTS, *JUNIOR COLLEGES, *TERMINAL STU-

DENTS, *TRANSFER STUDENTS, ACADEMIC ABILITY, ACADEMIC PERFORMANCE, CALIFORNIA TEST OF MENTAL MATURITY, GRADE POINT AVERAGE, GRADUATION, PREDICTIVE ABILITY (TESTING).

THE STUDY WAS DESIGNED TO DETERMINE THE DEGREE OF ACADEMIC SUCCESS OF STUDENTS OF AVERAGE ABILITY WHO ENROLLED AS FRESHMEN IN A CALIFORNIA JUNIOR COLLEGE DURING AN 11-YEAR PERIOD. THE SUBJECTS WERE THOSE WHO (1) SCORED IN THE MIDDLE 20 PERCENT OF NATIONAL JUNIOR COLLEGE NORMS ON A COLLEGE APTITUDE TEST AND (2) EARNED IQ SCORES FROM 90 TO 110 ON THE CALIFORNIA TEST OF MENTAL MATURITY. DATA COMPILED FROM THE RECORDS AT THE JUNIOR COLLEGE AND AT TRANSFER INSTITUTIONS SHOWED THAT (1) STUDENTS OF AVERAGE ABILITY NUMBERED APPROXIMATELY 17 PERCENT OF THE TOTAL GROUP OF ENTERING FRESHMEN, (2) FEWER THAN ONE-THIRD OF THESE STUDENTS RECEIVED THE AA DEGREE OR TRANSFERRED TO A 4-YEAR INSTITUTION, (3) OVER ONE-HALF OF THOSE WHO TRANSFERRED TO THE UNIVERSITY OF CALIFORNIA OR A STATE COLLEGE EARNED A BACHELOR'S DEGREE, (4) THERE WAS CONSIDERABLE VARIATION IN GRADE POINT AVERAGES AFTER TRANSFER, WITH 75 PERCENT OF THE STUDENTS EARNING RECORDS BETWEEN 2.0 AND 2.9, AND (5) IN GENERAL, STUDENTS WHO EARNED BACHELOR'S DEGREES REQUIRED MORE THAN FOUR SEMESTERS AFTER TRANSFER IN ORDER TO COMPLETE THE REQUIREMENTS. THE AUTHORS CONCLUDED THAT (1) BY CAUSING A RAISING OF GRADING STANDARDS, ENROLLMENT PRESSURES HAVE CONTRIBUTED TO THE DECREASING PERCENTAGE OF AA DEGREES AMONG THESE STUDENTS, (2) TERMINAL STUDENTS MAY PLACE GREATER EMPHASIS ON OCCUPATIONAL SKILLS THAN ON EARNING A DEGREE, AND (3) PERSEVERANCE IS A FACTOR WHICH CONTRIBUTES GREATLY TO THE AVERAGE STUDENT'S CHANCES FOR SUCCESS AFTER TRANSFER. (WO)

ED 013 107 JC 670 821
ALTSCHULER, THELMA C.
CLASSROOM TESTING PRACTICES IN THE JUNIOR COLLEGE.
CALIFORNIA UNIV., LOS ANGELES
PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.24 2P.
DESCRIPTORS *ACHIEVEMENT TESTS, *JUNIOR COLLEGES, *RESEARCH REVIEWS (PUBLICATIONS), ERIC, ESSAY TESTS, EVALUATION, ITEM ANALYSIS, OBJECTIVE TESTS, STANDARDIZED TESTS.

ON THE BASIS OF A REVIEW OF DOCUMENTS IN THE ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION, THE AUTHOR CONCLUDED THAT THERE IS NEED FOR MORE INFORMATION ON THE ROLE AND FUNCTION OF CLASSROOM TESTS IN JUNIOR COLLEGES. SHE SUGGESTS THE NEED FOR INTERCHANGE OF IDEAS AND REPORTS OF PRACTICES, AND CITES AS EXAMPLES REPORTS IN THE CLEARINGHOUSE COLLECTION DEALING WITH, (1) USE OF MACHINE GRADED TESTS, (2) ITEM ANALYSIS AS A DETERMINANT OF TEST VALIDITY, (3) USE OF STANDARDIZED TESTS, (4) USE OF ESSAY EXAMINATIONS, AND (5) THE RELATIONSHIP OF OBJECTIVES TO EFFECTIVE TESTING. A BIBLIOGRAPHY IS INCLUDED. (WO)

ED 013 108 JC 670 826
NELSON, JAMES H. GILES, FREDERICK T.
A STATEMENT OF GUIDELINES CONCERNING ARTICULATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES, WASHINGTON FOLLOW-UP CONFERENCE OF THE NATIONAL PROJECT FOR IMPROVEMENT OF ARTICULATION BETWEEN 2-YEAR AND 4-YEAR COLLEGES (U. OF WASHINGTON, MAY 3-5, 1965).

WASHINGTON UNIV., SEATTLE
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *ARTICULATION (PROGRAM), *GUIDELINES, *JUNIOR COLLEGES, *PROGRAM COORDINATION, *TRANSFER STUDENTS, INTERCOLLEGIATE PROGRAMS, TRANSFER PROGRAMS.

THE AUTHORS PRESENT A SET OF SPECIFIC GUIDELINES WITHIN A FRAMEWORK OF FIVE PRINCIPLES. (1) MAXIMUM FREEDOM TO TRANSFER SHOULD BE PRESERVED FOR STUDENTS WHO MAKE SATISFACTORY JUNIOR COLLEGE RECORDS. ATTENTION IS GIVEN TO THE PLACE OF HIGH SCHOOL RECORDS, TEST SCORES, INSTITUTIONAL GRADE DIFFERENTIALS, FLEXIBILITY, AND METHODS OF COMPUTING GRADE POINT AVERAGES. (2) IT IS IMPORTANT TO PROVIDE AN ATMOSPHERE OF FREEDOM OF CHOICE FOR TRANSFER STUDENTS, RATHER THAN ONE OF DIRECTION OR REDIRECTION. THIS PRINCIPLE LEADS TO GUIDELINES FOR EVALUATION OF QUANTITY AND NATURE OF TRANSFER CREDIT, CONSIDERATION OF GRADES EARNED IN SPECIFIC COURSES (REGARDLESS OF OVERALL AVERAGES), THE USE OF PLACEMENT AND VALIDATION EXAMINATIONS, AND THE METHODS OF CREDITING HIGH SCHOOL ADVANCED PLACEMENT COURSES. (3) THE PRINCIPLE OF EQUALITY OF TREATMENT FOR NATIVE AND TRANSFER STUDENTS WITH RESPECT TO CHANGES IN REQUIREMENTS HAS IMPLICATIONS FOR TIMING OF CHANGES IN COURSES, PROGRAMS, AND GRADUATION REQUIREMENTS, AND FOR PROGRAMS OF ACADEMIC ADVISEMENT. (4) PROBLEMS OF TRANSFER STUDENTS DIFFER FROM THOSE OF FRESHMEN IN SUCH MATTERS AS COUNSELING, FINANCIAL ASSISTANCE, AND PARTICIPATION IN COCURRICULAR ACTIVITIES. (5) ARTICULATION PROGRAMS MUST BE CHARACTERIZED BY CAREFUL PLANNING, CONTINUITY, REGULAR EVALUATION, AND CONCENTRATION ON THE WELFARE OF THE TRANSFER STUDENT. (WO)

ED 013 109 JC 670 842
GRIFFITH, ALICE B.
SELECTED BIBLIOGRAPHY ON JUNIOR COLLEGE LIBRARIES, 1955-1967.
AMERICAN LIBRARY ASSN., CHICAGO, ILL.
PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.44 34P.

DESCRIPTORS *BIBLIOGRAPHIES, *JUNIOR COLLEGES, *LIBRARIES, ADMINISTRATION, BOOKLISTS, INSTRUCTIONAL MATERIALS CENTERS, LIBRARY COLLECTIONS, LIBRARY FACILITIES, LIBRARY SERVICES, LIBRARY STANDARDS.

THIS BIBLIOGRAPHY HAS BEEN DESIGNED TO ASSIST LIBRARIANS IN ESTABLISHING NEW COLLEGE LIBRARIES AND IN IMPROVING LIBRARY FACILITIES, RESOURCES, PROCEDURES, AND SERVICES IN EXISTING JUNIOR COLLEGES. IT IS INTENDED PRIMARILY FOR COLLEGES WITH PROJECTED ENROLLMENTS OF AT LEAST 1,000 STUDENTS AND AT LEAST 20,000 VOLUMES. LISTINGS ARE

ARRANGED UNDER 12 HEADINGS—(1) GENERAL INFORMATION ON THE JUNIOR COLLEGE, (2) GENERAL INFORMATION ON JUNIOR COLLEGE LIBRARIES, (3) ADMINISTRATION, (4) AUDIOVISUAL MATERIALS AND SERVICES, (5) BOOK COLLECTION, SELECTION, AND ACQUISITION, (6) BUILDINGS, (7) CATALOGING AND CLASSIFICATION, (8) CIRCULATION, (9) INSTRUCTION AND USE, (10) PERIODICALS, DOCUMENTS, SERIALS, AND PAMPHLETS, (11) REFERENCE SERVICES, AND (12) STANDARDS. (AUTHOR/WHO)

ED 013 110 JC 670 845
MCKINNEY, ROBERT
A REPORT ON NON-DEGREE-CREDIT COURSES AND PROGRAMS OFFERED BY THE PUBLIC TWO-YEAR COLLEGES IN NEW YORK STATE.

PUB DATE JAN 65

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *JUNIOR COLLEGES, *NONCREDIT COURSES, ADULT EDUCATION, COLLEGE ROLE, EVENING CLASSES, NEW YORK, SCHOOL COMMUNITY RELATIONSHIP, UNGRADED CLASSES.

A 12-ITEM QUESTIONNAIRE CONCERNING NON-DEGREE-CREDIT COURSES WAS SENT TO EACH OF THE 34 PUBLIC 2-YEAR COLLEGES IN NEW YORK. OF THE 26 RESPONDENTS, 20 OR MORE INDICATED THAT THEY (1) OFFERED REMEDIAL COURSES DESIGNED AS PREPARATION FOR ENROLLMENT IN CERTAIN DEGREE CREDIT COURSES, (2) DID NOT OFFER NONCREDIT ENRICHMENT COURSES FOR SUPERIOR HIGH SCHOOL STUDENTS, (3) DID NOT OFFER NONCREDIT COURSES DESIGNED SPECIFICALLY FOR HIGH SCHOOL DROPOUTS OR OTHER DISADVANTAGED GROUPS, (4) OFFERED SUCH COURSES IN PROFESSIONAL, TECHNICAL, OR VOCATIONAL FIELDS, (5) AWARDED CERTIFICATES FOR SUCCESSFUL COMPLETION, (6) DID NOT OFFER NONCREDIT COURSES IN THE HUMANITIES OR SOCIAL SCIENCES, (7) DID NOT OFFER COURSES FOR SPECIAL COMMUNITY GROUPS, (8) EXPECTED INCREASED DEMANDS FOR NONCREDIT COURSES TO BE OFFERED BY THE COMMUNITY COLLEGES IN GENERAL AND BY THEIR COLLEGES IN PARTICULAR, AND (9) CONSIDERED THE EXPECTED TREND TO BE DESIRABLE. THE AUTHOR CONCLUDED THAT THE NEW YORK COMMUNITY COLLEGES ARE WILLING, WITHIN LIMITS, TO ACCEPT RESPONSIBILITY FOR NONCREDIT COURSES AND PROGRAMS, THAT THIS RESPONSIBILITY IS ASSUMED LARGELY IN THE EVENING PROGRAMS, AND THAT THE ADMINISTRATORS REGARD THE OFFERING OF A WIDE RANGE OF NONCREDIT COURSES AS A PROPER AND DESIRABLE FUNCTION OF 2-YEAR COLLEGES. (WO)

ED 013 111 JC 670 847
DICKSON, PAUL
ARTICULATED LANGUAGE LEARNING.
FLORIDA ST. UNIV., TALLAHASSEE, SCH. OF EDUCATION
PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$1.48 35P.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *JUNIOR COLLEGES, *SECOND LANGUAGE LEARNING, ARTICULATION (PROGRAM), FLES PROGRAMS, LANGUAGE LEARNING LEVELS, LANGUAGE SKILLS.

A DESIRABLE SEQUENCE IN LEARNING A FOREIGN LANGUAGE AT ANY INSTITUTION.

TIONAL LEVEL IS (1) THE AURAL SKILL, (2) THE LINGUAL SKILL, (3) THE READING SKILL, (4) THE WRITING SKILL, (5) CULTURE, AND (6) LINGUISTICS. AS EACH NEW SKILL IS ADDED, IT EMPLOYS AND PERFECTS PREVIOUSLY LEARNED SKILLS. THERE IS EVIDENCE THAT LEARNING A SECOND LANGUAGE FACILITATES LEARNING A THIRD, EVEN IF THE TWO ARE UNRELATED. FURTHER EVIDENCE INDICATES THAT FOREIGN LANGUAGE LEARNING IDEALLY BEGINS IN THE PRIMARY GRADES. FOREIGN LANGUAGE INSTRUCTION MAY BE MORE SIGNIFICANT AT THE JUNIOR COLLEGE LEVEL THAN IN ANY OTHER PHASE OF AMERICAN EDUCATION. THE JUNIOR COLLEGE OFFERS MANY STUDENTS THE FINAL OPPORTUNITY FOR INTENSIVE ACADEMIC LANGUAGE STUDY WHILE FURNISHING OTHERS A BELATED BUT BENEFICIAL INTRODUCTION TO FOREIGN LITERATURES. FOREIGN LANGUAGE IS GERMANE TO EACH ROLE OF THE JUNIOR COLLEGE. WHILE IMPORTANCE OF LANGUAGE SKILLS VARIES WITH STUDENT OBJECTIVES, FOR STUDENTS IN EVERY PROGRAM A SECOND LANGUAGE IS ADVANTAGEOUS. THREE GROUPS OF LANGUAGE STUDENTS MAY BE EXPECTED--(1) THOSE WHO HAVE COMPLETED ARTICULATED ELEMENTARY AND SECONDARY SCHOOL LANGUAGE PROGRAMS, (2) THOSE WHO HAVE COMPLETED ONLY A HIGH SCHOOL PROGRAM, AND (3) THOSE WHO HAVE LITTLE OR NO PREADMISSION LANGUAGE EXPERIENCE. OBJECTIVES OF EACH TYPE OF PROGRAM ARE PRESENTED, AS ARE ARTICULATION GUIDELINES. THIS DOCUMENT IS AVAILABLE FOR \$0.80 PER COPY (PLUS \$0.10 POSTAGE) FROM UNIVERSITY BOOKSTORE, FLORIDA STATE UNIVERSITY, TALLAHASSEE, FLA. 32306. (WO)

ED 013 112 JC 670 857

THOMPSON, FRED A. AND OTHERS
ECONOMICS EDUCATION IN CALIFORNIA JUNIOR COLLEGES--AN EXPLORATORY STUDY.

CALIFORNIA JUNIOR COLL. ASSN., MODESTO

PUB DATE JUN 67

EDRS PRICE MF-\$0.75 HC-\$5.20 128P.

DESCRIPTORS *CURRICULUM, *ECONOMICS, *INSTRUCTION, *JUNIOR COLLEGES, CALIFORNIA, COURSE CONTENT, COURSES, OBJECTIVES, TEACHING METHODS, TEACHING TECHNIQUES, TEST OF ECONOMIC UNDERSTANDING, GRANT OEG-4-068368-2483

A STUDY OF ECONOMICS INSTRUCTION IN CALIFORNIA PUBLIC AND PRIVATE JUNIOR COLLEGES WAS ACCOMPLISHED THROUGH REVIEW OF CATALOGS, COURSE OUTLINES, AND OTHER MATERIALS SUPPLIED BY THE COLLEGES, AND THROUGH VISITATION AND TEST ADMINISTRATION AT SELECTED COLLEGES. ALTHOUGH 78 OF THE 80 INSTITUTIONS OFFERED A 1-YEAR PRINCIPLES COURSE AND APPROXIMATELY HALF OFFERED AT LEAST ONE OTHER COURSE, FEWER THAN FIVE PERCENT OF THEIR STUDENTS WERE ENROLLED IN SUCH COURSES. SCORES ON THE TEST OF ECONOMIC UNDERSTANDING SHOWED A SIGNIFICANT IMPROVEMENT IN ECONOMIC LITERACY AMONG STUDENTS WHO HAD COMPLETED A 1-YEAR COURSE, WHILE THERE WAS LITTLE GAIN AMONG THOSE WHO HAD NOT BEEN EXPOSED TO ECONOMICS INSTRUCTION. INNOVATION WAS NOT A COMMON CHARACTERISTIC OF

THESE PROGRAMS, AND THE CONTROL GROUP-EXPERIMENTAL GROUP DESIGN HAD NOT BEEN EXTENSIVELY USED TO TEST THE EFFECTIVENESS OF VARIOUS METHODS. (NEED FOR IMPROVEMENT IS NOTED IN MATTERS SUCH AS DEFINITION OF OBJECTIVES, DEVELOPMENT OF STRATEGIES TO MAKE ECONOMICS INSTRUCTION EFFECTIVE AND INTERESTING TO MORE STUDENTS, CURRICULUM CONTENT AND ORGANIZATION, TEACHER PREPARATION, AND INSTRUCTIONAL METHODS AND MATERIALS.) (WO)

ED 013 113

JC 670 858

BROOKS, WALTER L. KIELBART, RONALD F.

INSTITUTING A FIRE SCIENCE PROGRAM AT SHASTA COLLEGE.

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.44 34P.

DESCRIPTORS *FIRE SCIENCE EDUCATION, *JUNIOR COLLEGES, *OCCUPATIONAL SURVEYS, CALIFORNIA, PROGRAM DEVELOPMENT, PROGRAM PLANNING, REDDING, VOCATIONAL EDUCATION.

A STRUCTURED INTERVIEW WAS USED AS THE INSTRUMENT IN A STUDY OF THE SHASTA COLLEGE SERVICE AREA TO DETERMINE THE NEED FOR ESTABLISHMENT OF A FIRE SCIENCE EDUCATION PROGRAM. THE RESEARCHERS IDENTIFIED SEVEN TYPES OF NONADMINISTRATIVE JOBS FOR WHICH SUCH A PROGRAM WOULD BE HELPFUL, BOTH AS PREPARATION FOR ENTRY AND AS A PART OF AN INSERVICE TRAINING AND UPGRADING PROCESS. THE STUDY COMMITTEE CONCLUDED THAT (1) A FIRE SCIENCE EDUCATION PROGRAM SHOULD BE ADDED TO THE COLLEGE CURRICULUM, (2) PRESERVICE AND INSERVICE TRAINING FACILITIES THE NEW EMPLOYEE'S ADVANCEMENT, AND (3) PRESERVICE TRAINING OFFERS VOCATIONALLY ORIENTED STUDENTS A GREATER LATITUDE OF CHOICE AND INSURES THE FIRE SERVICE AGENCIES OF MORE HIGHLY MOTIVATED EMPLOYEES. THE COMMITTEE'S RECOMMENDATIONS INCLUDED (1) PROVISION OF SUMMER PLACEMENT OPPORTUNITIES IN STATE AND FEDERAL FIRE SERVICE AGENCIES, (2) ESTABLISHMENT OF STANDARDS FOR ADMISSION TO THE PROGRAM, AND (3) INCLUSION OF, AS A PROGRAM OBJECTIVE, THE DEVELOPMENT OF ABILITY TO TRAIN AND DIRECT OTHERS IN THE PERFORMANCE OF FIREFIGHTING SKILLS. THE REPORT CONTAINS DESCRIPTIONS OF TYPICAL FIRE SERVICE JOBS, A COPY OF THE INTERVIEW FORM USED IN THE SURVEY, AND MINUTES OF THE PLANNING COMMITTEE MEETINGS. (WO)

ED 013 114

JC 670 880

KAHLER, CAROL AND OTHERS

A GUIDE FOR HEALTH TECHNOLOGY PROGRAM PLANNING.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$2.28 55P.

DESCRIPTORS *CURRICULUM PLANNING, *HEALTH OCCUPATIONS EDUCATION, *JUNIOR COLLEGES, *PARAMEDICAL OCCUPATIONS, *TECHNICAL EDUCATION, INTERAGENCY COOPERATION, SCHOOL COMMUNITY COOPERATION, SUBPROFESSIONALS.

THIS GUIDE TO THE PREPARATION OF A 2-YEAR COLLEGE PROGRAM IN HEALTH

TECHNOLOGY LISTS CERTAIN NECESSARY PRE-CONDITIONS. BEFORE THE COURSE CAN BE ESTABLISHED, THE ADMINISTRATION MUST (1) DEFINE THE SCOPE OF THE PROGRAM, (2) BE AWARE OF ACCEPTED STANDARDS FOR TECHNICIANS IN THE HEALTH FIELD, (3) NOTE THE POSSIBLE IMPACT OF THE PROGRAM ON THE COLLEGE'S EXISTING GOALS, (4) DISCOVER BY SURVEY THE PARTICULAR PROGRAM MOST NEEDED BY THE COMMUNITY, (5) BE SURE THE DEVELOPMENT OF THIS PROGRAM IS FEASIBLE, (6) DETERMINE THE RESOURCES NEEDED (FACULTY, EQUIPMENT, ETC.) AND SECURE THE MONEY FOR THEM, (7) DEVELOP THE CURRICULUM AS SPECIFICALLY AS POSSIBLE, AND (8) ESTABLISH PROCEDURES FOR CONSTANT EVALUATION OF THE PROGRAM. DURING THE PLANNING AND THROUGHOUT THE COURSE OF THE PROGRAM, THE ADMINISTRATION WILL RELY HEAVILY ON THE ADVICE OF HEALTH PRACTITIONER ASSOCIATIONS, INDIVIDUAL PROFESSIONALS IN THE COMMUNITY, AND, FOR CLINICAL TRAINING, ON LOCAL HEALTH FACILITIES AND THEIR STAFFS. (HH)

ED 013 115

JC 670 884

BOARD/ADMINISTRATOR RELATIONSHIPS, PROCEEDINGS OF THE JUNIOR COLLEGE INSTITUTES (BILOXI, AUG. 2-4, 1964, ATLANTA, AUGUST 5-7, 1964).

FLORIDA UNIV., GAINESVILLE

PUB DATE 64

EDRS PRICE MF-\$0.50 HC-\$2.80 68P.

DESCRIPTORS *BOARD ADMINISTRATOR RELATIONSHIP, *GOVERNING BOARDS, *JUNIOR COLLEGES, ADMINISTRATOR ROLE, BOARD OF EDUCATION ROLE, CONFERENCE REPORTS, GOVERNANCE.

PARTICIPANTS AT THE INSTITUTES CONSIDERED BOARD-ADMINISTRATOR RELATIONSHIPS IN A FRAMEWORK OF THE MAJOR PURPOSE OF THE COMMUNITY COLLEGE--"TO PROVIDE FOR ALL, YOUNG AND OLD, ABLE AND NOT SO ABLE, WELL PREPARED AND POORLY PREPARED, AN OPPORTUNITY TO BECOME SELF-SUFFICIENT INDIVIDUALS." THE REPORT INCLUDES ADDRESSES ON (1) THEORETICAL BASES FOR BOARD-ADMINISTRATOR RELATIONSHIPS, ESPECIALLY AS APPLIED TO DECISION MAKING PROCESSES, (2) INCREASING THE EFFECTIVENESS OF THE BOARD IN THE AREAS OF PERSONNEL, ORGANIZATION, RECORDS, AND EVALUATION, (3) MEANS BY WHICH THE BOARD AND THE ADMINISTRATION WORK TOGETHER CREATIVELY TO PROMOTE THE WELFARE OF THE INSTITUTION, AND (4) THE OKE OF THE BOARD IN SELECTING AND WORKING WITH AN ARCHITECT. (WO)

ED 013 116

PS 000 020

CALDWELL, BETTYE M. RICHMOND, JULIUS B.

THE CHILDREN'S CENTER--A MICROCOSMIC HEALTH, EDUCATION, AND WELFARE UNIT. PROGRESS REPORT.

STATE UNIV. OF N.Y., SYRACUSE, UPTATE MED. CTR.

PUB DATE 01 MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *CHILD DEVELOPMENT, *DAY CARE PROGRAMS, *ENRICHMENT PROGRAMS, *PRESCHOOL CHILDREN, *PROGRAM GUIDES DEVELOPMENT, CHILD WELFARE, DAY CARE SERVICES,

EDUCATIONAL PROGRAMS, HEALTH PROGRAMS, LONGITUDINAL STUDIES, SOCIAL WELFARE.

FOUNDED TWO YEARS AGO AS A RESEARCH AND DEMONSTRATION DAY CARE CENTER FOR VERY YOUNG CHILDREN, THE CHILDREN'S CENTER HAS UNDERGONE CHANGES, (1) FROM INVOLVING 25 CHILDREN AGED SIX MONTHS TO THREE YEARS OF AGE TO INVOLVING 85 CHILDREN AGED SIX MONTHS TO FIVE YEARS OF AGE, (2) FROM INCLUDING ONLY LOW INCOME HOMES IN WHICH THE MOTHER WORKS, TO INCLUDING MIDDLE-CLASS HOMES IN WHICH THE MOTHER DOES NOT WORK, (3) FROM FULL DAY CARE TO ALLOWING HALF-DAY ATTENDANCE. THE CENTER IS ORGANIZED AROUND THREE ON-GOING PROGRAMS. THE HEALTH PROGRAM HAS TWO PARTS (1) A LONGITUDINAL STUDY WITH EMPHASIS ON THE PROMOTION OF THE IDEAL WELL-CHILD CARE PROGRAM AND (2) A NURSERY SCHOOL HEALTH PROGRAM WITH EMPHASIS ON FAMILY EDUCATIONAL ACTIVITIES. THE EDUCATION PROGRAM IS INVOLVED WITH DEVELOPING A LOGICAL AND SYSTEMATIC INSTRUCTIONAL PROGRAM FOR CHILDREN WITHIN THE CENTER'S AGE RANGE—EVEN AS YOUNG AS SIX MONTHS. THE WELFARE PROGRAM PROVIDES INDIVIDUALIZED SERVICES TO THE FAMILIES OF THE CHILDREN'S CENTER, WITH HOME VISITS, PERSONAL INTERVIEWS, AND GROUP PARENT ACTIVITIES. (INCLUDED ARE CHARTS FOR THE TYPICAL DAY IN EACH OF THE CENTER'S SUB-GROUPS AND A MODEL FOR STRUCTURING THE EDUCATIONAL ACTIVITIES FOR A DEVELOPMENT-FOSTERING ENVIRONMENT.) (EF)

ED 013 117 PS 000 088
VANEGMOND, ELMER AND OTHERS
OPERATION HEAD START—AN EVALUATION.
FINAL REPORT.

LESLEY COLL., CAMBRIDGE, MASS.
PUB DATE 01 MAR 66

EDRS PRICE MF-40.50 HC-44.00 98P.

DESCRIPTORS *CASE STUDIES (EDUCATION), *EDUCATIONAL FACILITIES, *LEARNING READINESS, *PRESCHOOL LEARNING, *SOCIALIZATION, BEHAVIOR DEVELOPMENT, CAMBRIDGE, COGNITIVE DEVELOPMENT, HEAD START, MASS, SOCIAL DEVELOPMENT, STUDENT BEHAVIOR, TASK PERFORMANCE, VERBAL COMMUNICATION.

DESCRIPTIONS OF PHYSICAL FACILITIES, A VERBAL AND NON-VERBAL INTERACTION ANALYSIS MEASURED ON A (1) TASK-ORIENTING, (2) MAINTAINING SOCIAL ORDER, AND (3) FACILITATING SCALE, TEACHER INTERVIEWS, AND OBSERVER VERBAL REPORTS ASSESS A SELECTED SAMPLE OF CLASSROOMS WITHIN THE 1965 CAMBRIDGE SUMMER HEAD START PROGRAM. PERFORMANCE OF HEAD START AND NON-HEAD START PUPILS ENROLLED IN PUBLIC SCHOOL KINDERGARTENS THE FOLLOWING FALL IS COMPARED AND ANALYSED IN TERMS OF NORMS, EXPECTATIONS, AND LIMITS OF THE CLASSROOM, I.E. IN TERMS OF "THE CLASSROOM GAME." PUPIL BEHAVIOR IS CODED AS "WITH IT" OR "NOT WITH IT." OTHER COMPARATIVE PROCEDURES ARE TEACHER INTERVIEWS, TEACHER RATINGS OF CHILDREN, AND A READING READINESS TEST. INTERPRETATION OF THE DATA CHARACTERIZES THE SUMMER HEAD START PROGRAM AS LARGELY A SOCIAL LEARNING PERIOD WITH LIT-

TLE ATTENTION TO COGNITIVE DEVELOPMENT. ACTIVITIES WERE JUDGED AS NOT CAREFULLY PLANNED, NOT DIFFERENTIATING NEEDS, AND NOT GOAL ORIENTED. A MAJORITY OF TEACHERS INDICATED THE PRIMARY ADVANTAGE OF THE PROGRAM TO BE IN TERMS OF HELPING CHILDREN MEET THE EXPECTATIONS AND DEMANDS OF THE FORMAL SCHOOL SYSTEM. NEITHER THE READINESS TEST NOR "GAME" ANALYSIS SHOW A SIGNIFICANT STATISTICAL DIFFERENCE BETWEEN GROUPS. TEACHERS PERCEIVED THE BEHAVIOR OF HEAD START AND NON-HEAD START CHILDREN TO BE ESSENTIALLY SIMILAR. THE INITIAL BEHAVIOR OF THE HEAD START CHILDREN TENDED TO BE MORE ACTIVE AND EXPLORATORY. (BH)

ED 013 118 PS 000 092
BEERY, KEITH E.
PRESCHOOL PREDICTION AND PREVENTION OF LEARNING DISABILITIES.
SAN RAFAEL CITY SCHOOLS, CALIF.
REPORT NUMBER BR-6-8742
PUB DATE MAR 67

EDRS PRICE MF-40.50 HC-42.40 58P.

DESCRIPTORS *LEARNING DIFFICULTIES, *PRESCHOOL EVALUATION, *SCREENING TESTS, CULTURALLY DISADVANTAGED, EARLY EXPERIENCE, HEADSTART, PARENT PARTICIPATION, PERCEPTUAL DEVELOPMENT.

THE OBJECTIVES OF THIS INITIAL REPORT OF A FOUR-YEAR PROJECT WERE (1) TO DEMONSTRATE A METHOD FOR THE PREDICTION AND PREVENTION OF LEARNING DISABILITIES, (2) TO FOSTER UNDERSTANDING OF CHILD DEVELOPMENT AMONG TEACHERS, PARENTS, AND PHYSICIANS. SUBJECTS WERE THE 3 1/2 TO 5 1/2 YEAR OLD CHILDREN OF AN ENTIRE SCHOOL DISTRICT. RESEARCHERS WERE ASSISTED BY PARENTS AND TEACHERS. FIVE TESTS (NAMED AND EVALUATED IN THE REPORT) WERE ADMINISTERED DURING THE SUMMER OF 1966 TO 365 CHILDREN RANDOMLY ASSIGNED TO CONTROL AND EXPERIMENTAL GROUPS. THESE GROUPS WERE FURTHER DESIGNATED WITHIN THEMSELVES ACCORDING TO SEX, AGE, AND SCHOOL EXPERIENCE. TEST RESULTS INDICATED INITIAL SCREENING FOR VISION, HEARING, AND PERCEPTION TO BE HELPFUL IN PREDICTION AND PREVENTION OF LEARNING DISORDERS. ANNUAL RESCREENING WILL BE CONDUCTED FOR 3 YEARS. SUCCEEDING REPORTS WILL FOLLOW. (LG)

ED 013 119 PS 000 093
MEYERSON, DANIEL W.
A READING READINESS TRAINING PROGRAM FOR PERCEPTUALLY HANDICAPPED KINDERGARTEN PUPILS OF NORMAL VISION. FINAL REPORT.
STANFORD UNIV., CALIF.
REPORT NUMBER BR-6-8724
PUB DATE MAY 67

EDRS PRICE MF-40.50 HC-44.56 112P.

DESCRIPTORS *EDUCATIONAL PROGRAMS, *PERCEPTUALLY HANDICAPPED, *READING READINESS TESTS, *VISUAL PERCEPTION, FROSTIG TEST, KEPHART TRAINING, KINDERGARTEN CHILDREN, PERCEPTUAL DEVELOPMENT, PERCEPTUAL FORMS TEST, SOCIOECONOMIC STATUS.

GRANT OEG-4-6-068724-1748

BASED ON THE HYPOTHESIS THAT KEPHART PERCEPTUAL TRAINING WOULD SHARPEN VISUAL PERCEPTION IN PERCEPTUALLY HANDICAPPED KINDERGARTENERS, THIS PROGRAM STUDIED 58 SUCH CHILDREN ACCORDING TO THREE CATEGORIES (1) THE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION, (2) SOCIOECONOMIC STATUS, AND (3) VISUAL ACUITY (KEENNESS). THE CHILDREN WERE DIVIDED INTO TWO GROUPS (1) KEPHART-TRAINED, 15 MINUTES PER DAY AND (2) NO SPECIAL TRAINING. AT THE END OF 8 WEEKS, GINN PRE-READING AND LEE-CLARK READING READINESS TESTS WERE ADMINISTERED. THE 3 CATEGORIES WERE EXAMINED BY ANALYSIS OF VARIANCE. RESULTS SHOWED NO SIGNIFICANT DIFFERENCES AS THE RESULT OF KEPHART TRAINING. THE CHILDREN OF HIGH SOCIO-ECONOMIC STATUS WERE BETTER PREPARED FOR READING, REGARDLESS OF TRAINING OR VISUAL ADEQUACY. SOCIO-ECONOMIC FACTORS NOT CONTROLLED FOR IN THIS STUDY MAY AFFECT READING READINESS MORE THAN DO EITHER KEPHART TRAINING OR VISUAL ACUITY. (LG)

ED 013 120 PS 000 154
LIPSON, JOSEPH I. AND OTHERS
THE DEVELOPMENT OF AN ELEMENTARY SCHOOL MATHEMATICS CURRICULUM FOR INDIVIDUALIZED INSTRUCTION.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER WP-7
PUB DATE 66

EDRS PRICE MF-40.25 HC-41.24 29P.

DESCRIPTORS *INDIVIDUAL INSTRUCTION, *MATHEMATICS CURRICULUM, COMPUTER ASSISTED INSTRUCTION, DIAGNOSTIC TESTS, INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI), SEQUENTIAL APPROACH, CONTRACT OEC-3-16-043

INDIVIDUALIZED PRESCRIBED INSTRUCTION (IPI), DESIGNED FOR GRADES 1-6, IS A SEQUENTIAL MATHEMATICS CURRICULUM IN WHICH EACH OBJECTIVE IS A DESCRIPTION OF SOMETHING A STUDENT SHOULD BE ABLE TO DO. EACH OBJECTIVE IS A PREREQUISITE TO THE LEARNING OF A LATER OBJECTIVE. STUDENTS ARE TESTED FOR MASTERY OF OBJECTIVES AND THEN PLACED SO THAT THEY ARE STUDYING SOMETHING NOT YET LEARNED BUT SOMETHING FOR WHICH THEY HAVE ALL THE PREREQUISITES. CONSIDERATIONS WHICH SHAPED THE SEQUENCE OF OBJECTIVES DISCUSSED ARE (1) THE COMMITMENT TO THE NEW MATHEMATICS, (2) THE NEED FOR AND THE STRENGTH OF OBJECTIVES, (3) THE EFFECT OF INDIVIDUALIZED INSTRUCTION UPON CURRICULUM PREPARATION, (4) SUBJECT MATTER ACCURACY AND LOGICAL PROGRESSION, (5) THE USE OF MEMORIZATION AND MASTERY IN THE MATH CURRICULUM, (6) LEARNING THEORY AND EDUCATIONAL EXPERIMENTS, (7) TESTING REQUIREMENTS, (8) INTERACTION BETWEEN LESSON WRITERS AND THE NEW CURRICULUM, (9) THE EFFECT OF A DEVICE (A LANGUAGE MASTER) FOR COMMUNICATING WITH NON READERS. SOME CHILDREN MAY NOT BE ABLE TO LEARN AS WELL BY INDIVIDUALIZED INSTRUCTION AS IN A CONVENTIONAL CLASSROOM. ONE-DAY-A-WEEK CLASS ACTIVITIES IN A MATHEMATICS SEMINAR WAS THE APPROACH USED TO OFFSET THIS POTENTIAL PROBLEM. ACHIEVEMENT RESULTS FOR THE

SCHOOL YEAR 1964-1965 SHOW WIDE RANGES OF ACHIEVEMENT FOR INDIVIDUAL PUPILS. THE FIRST GRADE CLASS SEEMS TO HAVE MADE DOUBLE THE NORMALLY EXPECTED GROWTH. A SUGGESTION THAT HAS MANY POTENTIALS IS THE USE OF COMPUTER ASSISTED INSTRUCTION WITH INDIVIDUALIZED INSTRUCTION. (HH)

ED 013 121 PS 000 173

GLASER, ROBERT
PSYCHOLOGICAL BASES FOR INSTRUCTIONAL DESIGN.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CONSTRUCTED RESPONSE, *INSTRUCTIONAL DESIGN, *LEARNING READINESS, *PROGRAMED INSTRUCTION, BEHAVIOR, CONDITIONED RESPONSE, INDIVIDUAL DIFFERENCES, PSYCHOLOGICAL EVALUATION, REINFORCEMENT, TASK ANALYSIS,
CONTRACT OEC-3-16-043

THE PROCESS OF INSTRUCTION WOULD BENEFIT FROM BEING ORGANIZED IN TERMS OF BEHAVIORAL PSYCHOLOGY. FIRST, THE PROCESS OF TASK ANALYSIS SHOULD DIVIDE THE FINAL OBJECTIVE INTO A SERIES OF SUBTOPICS OR RELATED TASKS. PERHAPS DIFFERENT TEACHING PROCEDURES WILL BE NEEDED TO MASTER DIFFERENT SUBTOPICS OF THE FINAL OBJECTIVE. SECOND, AN ASSESSMENT SHOULD BE MADE OF THE PRESENT KNOWLEDGE OF THE LEARNER AND OF HIS ABILITY TO PROFIT FROM THE INSTRUCTION. THIRD, IN HIS PRESENTATION OF SUBJECT MATTER THE INSTRUCTOR SHOULD BE AWARE OF A NUMBER OF ISSUES, INCLUDING (1) THE NEED TO CONTROL THE PRESENTATION OF SUBTASKS TO ACHIEVE A MAXIMUM OF TRANSFER OF TRAINING, (2) VARYING THE MEANS OF THE LEARNER'S CONTACT WITH THE SUBJECT MATTER, (3) THE AMOUNT OF PRACTICE AND REVIEW CONSIDERED APPROPRIATE TO GIVEN SUBJECT MATTER, (4) THE BENEFIT OF MINIMIZING ERRORS WHILE STILL RECOGNIZING THE USE WHICH CAN BE MADE OF ERRORS IN POINTING OUT THE SPECIFIC NEEDS OF INDIVIDUALS, AND (5) HOW TO PROVIDE EFFECTIVE REINFORCEMENT TO ENCOURAGE CONTINUED EFFORT. FOURTH, THE NATURE AND EXTENT OF TESTING PROCEDURES SHOULD BE VARIED ACCORDING TO THE EXPECTED OUTCOMES OF INSTRUCTION AND SHOULD BE USED TO EVALUATE THE INSTRUCTIONAL PROCESS ITSELF AS WELL AS THE LEARNER'S PERFORMANCE. THIS DOCUMENT APPEARED IN AV COMMUNICATION REVIEW, VOL. 14, NO. 4, WINTER 1966. (GW)

ED 013 122 PS 000 183

NAYLOR, NAOMIL.
CURRICULUM DEVELOPMENT PROGRAM FOR PRESCHOOL TEACHER AIDES. FINAL REPORT.

SOUTHERN ILLINOIS UNIV., EDWARDSVILLE

REPORT NUMBER ERD-401

PUB DATE APR 67

EDRS PRICE MF-00.50 HC-04.92 121P.

DESCRIPTORS *INSERVICE PROGRAMS, *PRESCHOOL CHILDREN, *TEACHER AIDES, *TEACHING MODELS, CHILD DEVELOPMENT, CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS, ISES

BATTERY, MANPOWER UTILIZATION, NELSON READING TEST, PARI, TRAINING, CONTRACT OEC-6-85-040

SHORTAGES IN TRAINED PERSONNEL FOR PRESCHOOL CHILD CARE AND HEAD START LED TO THIS PILOT PROGRAM THE PURPOSES OF WHICH WERE (1) TO DEVELOP A TRAINING MODEL FOR NON-PROFESSIONAL PRESCHOOL AIDES, (2) TO DETERMINE THE VALUE OF SELECTION CRITERIA IN TRAINEE SUCCESS, (3) TO EVALUATE THE TRAINEES' UNDERSTANDING, (4) TO DEVELOP MATERIALS SUITABLE FOR NON-PROFESSIONALS. TWO TRAINING SESSIONS WERE HELD IN AN EAST ST. LOUIS, ILLINOIS CHURCH BEGINNING IN NOVEMBER, 1965. PRELIMINARY TESTING OF 257 APPLICANTS ACCEPTED 24 FOR SESSION 1 AND 25 FOR SESSION 2. A FOUR WEEK OBSERVATION PERIOD USING ROLE-PLAYING AUDIO-VISUAL AIDS, DISCUSSION GROUPS, CREATIVE ARTS, AND LECTURE-DEMONSTRATIONS WAS FOLLOWED BY A TWELVE-WEEK PRACTICE TEACHING PERIOD WHICH INCLUDED WEEKLY ONE-DAY STAFF MEETINGS. THE TRAINING PERIOD WAS ON A 5 HOUR PER DAY BASIS FOR 16 WEEKS. WRITTEN REPORTS WERE REQUIRED OF THE TRAINEES TO FOCUS THEIR ATTENTION UPON BEHAVIOR DEVELOPMENT. EVALUATION OF THE TRAINEES OCCURRED DURING THE PRACTICE TEACHING PERIOD. EXPERIENCE WITH THE CHILDREN AND DISCUSSION RELATED TO THAT EXPERIENCE WERE FOUND TO HAVE GREATER LONG TERM EFFECTIVENESS THAN FILMS, LECTURES, AND SELF-SELECTED READING. A RESOURCE HANDBOOK USEFUL TO THE TRAINEES WAS DEVELOPED. THE TRAINEES WERE MOST INTERESTED IN INFORMAL PRESENTATIONS IN WHICH THEY WERE DIRECTLY INVOLVED. POST-TESTING OF THE TRAINEES SHOWED SIGNIFICANT CHANGES IN PUNITIVE, AUTHORITARIAN, AND RESTRICTIVE ATTITUDES. IT IS RECOMMENDED THAT NON-PROFESSIONAL TRAINING PROGRAMS BE CONTINUED AND THAT OPPORTUNITIES FOR ADDITIONAL EDUCATION AND IN-SERVICE TRAINING BE PROVIDED. (DETAILED APPENDICES INCLUDED.) (LG)

ED 013 123 RC 000 151

GREENBERG, NORMAN C. GREENBERG, GILDA M.

EDUCATION OF THE AMERICAN INDIAN IN TODAY'S WORLD. AN INTERDISCIPLINARY APPROACH FOR TEACHERS AND ADMINISTRATORS.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AMERICAN INDIANS, *BIBLIOGRAPHIES, *CULTURAL DIFFERENCES, *EDUCATION, ACCULTURATION, BILINGUAL STUDENTS, COMMUNICATION (THOUGHT TRANSFER), CULTURAL ENRICHMENT, CURRICULUM, CURRICULUM DEVELOPMENT, EDUCATIONAL EQUALITY, ENGLISH (SECOND LANGUAGE) *EDUCATIONAL DISADVANTAGEMENT, ETHNIC GROUPS, FIELD TRIPS, FIVE CIVILIZED TRIBES, LINGUISTICS, MINORITY GROUPS, PARENT SCHOOL RELATIONSHIP, RACIAL CHARACTERISTICS, RACIAL DIFFERENCES, SEMANTICS, SOCIAL VALUES, SPEAKING VALUES, SPEECH SKILLS.

A CONCISE, INTERDISCIPLINARY OVERVIEW OF AMERICAN INDIAN EDUCATION IS PRESENTED, INCLUDING AN HISTORICAL BACKGROUND, A PRESENTATION OF THEIR CULTURAL PRACTICES AND VALUE SYSTEMS, A BRIEF EXPLANATION

OF SOUTHWESTERN INDIAN SPEECH SOUNDS, A DESCRIPTION OF THE EDUCATION OF INDIANS, AN EXAMPLE OF INDIAN EDUCATION AMONG THE NAVAJOS, AND A SELECTED LIST OF RESOURCE MATERIALS ON INDIANS AND INDIAN EDUCATION. THE AUTHORS STATE THAT A KNOWLEDGE OF INDIAN ENVIRONMENT, VALUES, AND CUSTOMS IS NEEDED TO PROVIDE EFFECTIVE INDIAN EDUCATION AND THAT AN EDUCATION PROGRAM FOR INDIAN ADULTS IS AN ABSOLUTE NECESSITY. THIS DOCUMENT IS AVAILABLE FROM WILLIAM C. BROWN BOOK COMPANY, 135 SOUTH LOCUST STREET, DUBUQUE, IOWA, 52003. (RB)

ED 013 124 RC 000 192

WAX, MURRAY

AMERICAN INDIAN EDUCATION AS A CULTURAL TRANSACTION.

PUB DATE MAY 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACCULTURATION, *AMERICAN INDIANS, *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL QUALITY, CAREER CHOICE, CAREER OPPORTUNITIES, CAREER PLANNING, CULTURAL EDUCATION, EMORY UNIVERSITY, PARENT SCHOOL RELATIONSHIP, SOCIAL VALUES, TEACHERS COLLEGE RECORD, VALUES, VOCATIONAL COUNSELING.

EDUCATION PROGRAMS FOR THE AMERICAN INDIAN HAVE UNDERGONE MUCH TURMOIL AND CHANGE. DURING THE PERIOD OF THE EARLY SETTLEMENT OF THIS CONTINENT, SOME TRIBES FOUNDED SCHOOLS. THE CHEROKEE SCHOOLS ARE CITED AS AN OUTSTANDING EXAMPLE. AS INDIANS WERE FORCED TO SURRENDER MOST OF THEIR POLITICAL INDEPENDENCE AND WERE RELEGATED TO RESERVATIONS, THEIR CONTROL OVER FORMAL EDUCATION WAS LOST. THEIR EDUCATION BECAME AN EXAMPLE OF CROSS CULTURAL EDUCATION IN THAT EDUCATORS OF ONE CULTURE TAUGHT PUPILS OF ANOTHER. FOUR AREAS OF INDIAN EDUCATIONAL PROBLEMS ARE CONSIDERED--(1) SUPPOSED TECHNICAL INADEQUACY OF THE SCHOOL SYSTEM, (2) ABILITY OF THE INDIAN CHILD TO MASTER THE EDUCATIONAL TASKS, (3) NEGATIVE PARENTAL ATTITUDES TOWARD A SCHOOL SYSTEM THAT INCULCATES ALIEN VALUES, AND (4) CAREER IGNORANCE ON THE PART OF THE INDIAN. THIS ARTICLE APPEARED IN TEACHERS COLLEGE RECORD, VOL. 65, NO. 8, MAY, 1963. (SF)

ED 013 125 RC 000 323

MCQUERY, ELTON K

WESTERN INTERSTATE CONFERENCE ON MIGRATORY LABOR (PHOENIX, APRIL 10-13, 1960).

COUNCIL OF STATE GOVERNMENTS, SAN FRANCISCO, CALIF

PUB DATE 13 APR 60

EDRS PRICE MF-00.50 HC-02.44 59P.

DESCRIPTORS *AGRICULTURAL LABORERS, *FEDERAL LEGISLATION, *MIGRANT EMPLOYMENT, *MIGRANT PROBLEMS, AGRICULTURE, EMPLOYMENT SERVICES, FAMILY HEALTH, FEDERAL PROGRAMS, FEDERAL STATE RELATIONSHIP, HEALTH SERVICES, LABOR UNIONS, MIGRANT EDUCATION, MIGRANT HOUSING, MIGRANT WELFARE SERVICES, MIGRATION, UNIONS.

A CONFERENCE ON MIGRATORY LABOR WAS HELD IN PHOENIX, ARIZONA ON APRIL 10-13, 1960 TO WHICH OFFICIALS

FROM TWELVE WESTERN STATES WERE INVITED. HEADS OF STATE DEPARTMENTS OF AGRICULTURE, EDUCATION, EMPLOYMENT, HEALTH, LABOR AND WELFARE, CHAIRMEN OF STATE LEGISLATIVE COMMITTEES WHICH DEAL WITH LEGISLATION IN THESE FIELDS, OTHER LEGISLATIVE LEADERS, AND GOVERNOR'S COMMITTEES OR COMMISSIONS ON MIGRATORY LABOR IN STATES WHERE THEY HAVE BEEN ESTABLISHED WERE INVITED. THE CONFERENCE PROCEEDINGS PRESENT THE GENERAL SESSION SPEECHES, BACKGROUND PANEL SPEECHES, AND PREPARED STATEMENTS PRESENTED DURING THE CLOSING SESSION. (SF)

ED 013 126 RC 000 424
DOUGHERTY, WILLIAM AND OTHERS
MIGRANT HEALTH PROGRAM, NEW JERSEY 1964.
NEW JERSEY STATE DEPT. OF HEALTH,
TRENTON
PUB DATE 64
EDRS PRICE MF-\$0.75 HC-\$7.60 188P.

DESCRIPTORS *CLINICS, *HEALTH EDUCATION, *MIGRANT CHILDREN, *MIGRANT HEALTH SERVICES, *PHYSICIANS, COMMUNITY HEALTH, DENTAL HEALTH, FAMILY HEALTH, HEALTH ACTIVITIES, HEALTH NEEDS, HEALTH PROGRAMS, MEDICAL CONSULTANTS, MENTAL HEALTH CLINICS, MIGRANT CHILD CARE CENTERS, NURSES, NUTRITION, NUTRITION INSTRUCTION, SANITATION, SANITATION IMPROVEMENT.

A MAJOR EFFORT WAS MOUNTED TO INCREASE, EXTEND, AND IMPROVE HEALTH SERVICES FOR MIGRANT AGRICULTURAL WORKERS IN NEW JERSEY DURING THE SECOND YEAR OF OPERATION, 1964. THE MIGRANT HEALTH PROGRAM PROVIDED—(1) SERVICE TO 453 CAMPS, (2) OPPORTUNITY FOR 5,000 PERSONS TO COMMUNICATE WITH THE NURSE OR OTHER HEALTH WORKER WHO VISITED THE CAMP, AND (3) DIRECT VISITS TO OVER 1,300 PERSONS FOR MANY REASONS, PRINCIPALLY TUBERCULIN SCREENING AND HEALTH COUNSELING. TRIALS OF SERVICES BEYOND BASIC SCREENING AND IMMUNIZATION PROGRAMS WERE CONDUCTED IN NUTRITION, DENTISTRY, AND HEALTH EDUCATION. HOSPITAL PARTICIPATION IN MIGRANT HEALTH ACTIVITY WAS EXPANDED. HOWEVER, A DEFICIT IN FUNDS FOR IN-PATIENT CARE WAS A PROBLEM. PROGRESS WAS NOTED IN THE DEVELOPMENT OF EFFECTIVE COMMUNICATION CHANNELS BETWEEN THE MIGRANT IN NEED AND THE PROFESSIONAL WORKER. REPORTS OF THE 1964 EFFORT ARE PRESENTED UNDER THE FOLLOWING HEADINGS—LOCAL MEDICAL LEADERSHIP, EMERGENCY MEDICAL CARE, MATERNITY SERVICES, DENTAL SERVICES, MIGRANT CLINICS, MIGRANT SCHOOL HEALTH SERVICES, CAMP VISITATIONS, MEDICAL SOCIAL SERVICES, HEALTH EDUCATION, SANITATION AND ACCIDENT PREVENTION. APPENDICES PRESENT STATISTICS, WORKSHOP AND CONFERENCE NOTES, AND CASE STUDIES. (SF)

ED 013 127 RC 000 500
PITTMAN, KENNETH C.
COLLIER COUNTY INSTITUTE FOR TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH (NAPLES, AUGUST 1-12, 1966).
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.

PUB DATE 67
EDRS PRICE MF-\$0.75 HC-\$5.40 133P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *DISADVANTAGED YOUTH, *EDUCATION, *PROBLEMS, CURRICULUM, GUIDANCE, LANGUAGE ARTS, MENTAL HEALTH, MINORITY GROUPS, NURSES, PHYSICAL HEALTH, PHYSICIANS, SELF CONCEPT, SOCIAL EXPERIENCE, SOCIAL WORKERS, SPEECH, UNIVERSITY OF MIAMI.

THIS DOCUMENT CONTAINS THE SPEECHES PRESENTED TO EDUCATORS AT A CONFERENCE ON DISADVANTAGED YOUTH OF COLLIER COUNTY, FLORIDA. THE SPEECHES ARE DIVIDED INTO SIX SECTIONS, DEALING WITH VARIOUS PROBLEMS FACED BY DISADVANTAGED YOUTH. SPEECH TOPICS INCLUDE MENTAL AND PHYSICAL HEALTH, SELF CONCEPT DEVELOPMENT, THE PROBLEMS OF GROWING UP AS A MEMBER OF A DISADVANTAGED MINORITY GROUP, CONSIDERATIONS FOR A CURRICULUM FOR CULTURALLY DIFFERENT YOUTH, LANGUAGE ART EXPERIENCES, AND SOCIAL EXPERIENCES. (JS)

ED 013 128 RC 000 505
DELANAV, FRANK E. ENGLAND, MORRISON C.
EVALUATION OF E.S.E.A. PROGRAMS AND SERVICES FOR THE EDUCATIONALLY DISADVANTAGED.
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, CALIF.

PUB DATE 15 AUG 66
EDRS PRICE MF-\$0.50 HC-\$5.08 125P.
DESCRIPTORS *COMPENSATORY EDUCATION, *EDUCATIONALLY DISADVANTAGED, AUDIOVISUAL CENTERS, AUDITION (PHYSIOLOGY), CLASS AVERAGE, CONTINUING EDUCATION, COUNSELING SERVICES, CULTURALLY DISADVANTAGED, ENGLISH (SECOND LANGUAGE), FIELD TRIPS, HEALTH SERVICES, HEARING CONSERVATION, INSERVICE TEACHER EDUCATION, LANGUAGE DEVELOPMENT, LANGUAGE INSTRUCTION, LANGUAGE LABORATORIES, PREGNANCY, READING, REMEDIAL READING, SOCIALLY DISADVANTAGED.

THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT DEVELOPED THREE PROJECTS UNDER THE TITLE "PROGRAMS AND SERVICES FOR THE EDUCATIONALLY DEPRIVED" WHICH WERE FUNDED UNDER THE PROVISIONS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 AND THE CALIFORNIA MCA-TEACHER ACT OF 1965. IMPLEMENTED DURING THE SPRING SEMESTER, 1966, THESE THREE PROJECTS WERE (1) LANGUAGE ARTS DEVELOPMENT AND REMEDIATION IN READING, (2) PROVISION OF EQUAL EDUCATIONAL OPPORTUNITIES THROUGH EXTENDED SERVICES, AND (3) PROFESSIONAL GROWTH, IN-SERVICE TRAINING AND CURRICULUM DEVELOPMENT. THE FIRST PROJECT UTILIZED READING AND LANGUAGE DEVELOPMENT CENTERS, A CENTRAL MATERIALS AND EQUIPMENT REPOSITORY, TEACHER AIDES, AND STUDY TRIPS. THE SECOND PROJECT INCLUDED A MOBILE AUDIOMETRIC LABORATORY TO PROVIDE BETTER SERVICES, ELEMENTARY SCHOOL COUNSELING SERVICES, EXTENDED LIBRARY HOURS, A SPECIAL PROGRAM FOR PREGNANT GIRLS, AND A SUMMER SESSION FOR KINDERGARTEN-PRIMARY PUPILS. THE THIRD PROJECT PROVIDED SUMMER AND IN-SERVICE TRAINING TO TEACHERS. COMPLETE PROJECT EVALUATIONS,

STATISTICS, AND TABLES ARE PRESENTED. (SF)

ED 013 129 RC 000 569
KNOWLTON, CLARK S.
PROBLEMS AND DIFFICULTIES IN PLANNING AND DEVELOPMENT IN AREAS WITH LARGE MINORITY GROUPS.
PUB DATE 17 APR 64
EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *CULTURAL DIFFERENCES, *RESEARCH OPPORTUNITIES, *SPANISH AMERICANS, *SPANISH CULTURE, ACCULTURATION, CULTURAL BACKGROUND, CULTURAL ENVIRONMENT, CULTURAL PLURALISM, GOVERNMENT ROLE, INTERCULTURAL PROGRAMS, LANGUAGE HANDICAPS, MINORITY GROUPS, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, PROGRAM PLANNING, REGIONAL PROGRAMS, SOCIOLOGICAL PATTERNS, SOUTHERN SOCIOLOGICAL SOCIETY, VALUES.

DATA FOR THIS PAPER, PRESENTED AT THE TWENTY-SEVENTH ANNUAL CONFERENCE OF THE SOUTHERN SOCIOLOGICAL SOCIETY AT ASHEVILLE, NORTH CAROLINA ON APRIL 17, 1964, WERE DERIVED FROM THE AUTHOR'S RESEARCH ACTIVITIES AMONG THE SPANISH SPEAKING PEOPLE OF NORTHERN NEW MEXICO AND FROM HIS PARTICIPATION IN COUNTY AND REGIONAL PLANNING ORGANIZATIONS. THE GEOGRAPHIC REGION OF NORTHERN NEW MEXICO IS A SOUTHERN EXTENSION OF THE ROCKY MOUNTAINS DESCRIBED AS A WOODED UPLAND PENINSULA RISING ABOVE THE GENERAL SEMI-DESERT. THE HISTORY OF THE SPANISH AMERICAN CULTURE OF THIS REGION DESCRIBES A PATRON-PERON SYSTEM, COMMUNAL LAND GRANTS, AND ISOLATED, SELF-SUFFICIENT SOCIAL VILLAGES. MAJOR OBSTACLES TO EFFECTIVE PLANNING INCLUDE (1) STEREOTYPED ATTITUDES, (2) LANGUAGE BARRIER, (3) FAILURE TO CONTACT THE REAL SPANISH AMERICAN LEADERS, (4) FAILURE TO RECOGNIZE THE NATURE OF THE VILLAGE ECONOMY, AND (5) FAILURE TO DEVELOP PROGRAMS SPECIFIC TO THE AREA AND NEEDS. FOURTEEN SUGGESTED TOPICS FOR RESEARCH ARE OFFERED. (SF)

ED 013 130 RC 000 710
PITTMAN, KENNETH C. AND OTHERS
MIGRANT NON-CURRICULAR SUPPORTIVE EDUCATION PROGRAM, PILOT PROJECT NUMBER CG 8561 A/1. EVALUATION REPORT.
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.

PUB DATE 01 JUL 66
EDRS PRICE MF-\$0.25 HC-\$1.52 36P.
DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *FEDERAL PROGRAMS, *LANGUAGE ARTS, *MATHEMATICS, *MIGRANT YOUTH, COLLIER COUNTY FLORIDA, DISADVANTAGED YOUTH, EVALUATION, MIGRANT EDUCATION, OEO, TITLE III B.

THE PURPOSE DESCRIBED WAS TO INITIATE COMPENSATORY LANGUAGE ARTS AND MATHEMATICS PROGRAMS FOR MIGRANT CHILDREN IN COLLIER COUNTY, FLORIDA. EACH SCHOOL PRINCIPAL WAS GIVEN AN ALLOCATION OF FUNDS AND THE RESPONSIBILITY FOR IMPLEMENTATION OF THE PROGRAM. ADDITIONAL TEACHERS AND ANCILLARY PERSONNEL WERE EMPLOYED. SELECTION OF STUDENTS WAS ACCOMPLISHED BY THE SUBJECTIVE OPINIONS OF THE REGULAR

CLASSROOM TEACHERS. ONLY LIMITED OBJECTIVE DATA WERE OBTAINED DURING THE FOUR MONTHS OF PROGRAM OPERATION. THE RESULTS OF THE VARIOUS TEST ADMINISTRATIONS ARE EXHIBITED IN TABULAR FORM. (ES)

ED 013 131 RC 000 758

A SURVEY OF THE SUPPLEMENTAL EXPLORATORY LEARNING OPPORTUNITIES PROVIDED IN OREGON JUNIOR HIGH SCHOOLS. PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *COURSES, *JUNIOR HIGH SCHOOLS, *SURVEYS, AFTER SCHOOL ACTIVITIES, COCURRICULAR ACTIVITIES, COURSE OBJECTIVES, COURSE ORGANIZATION, EXTRAMURAL ATHLETIC PROGRAMS, PORTLAND STATE COLLEGE, RECREATIONAL ACTIVITIES, SUPPLEMENTARY EDUCATION.

OREGON HAS EXPERIENCED RAPID GROWTH OF JUNIOR HIGH SCHOOLS IN THE PAST TEN YEARS. A SURVEY WAS CONDUCTED TO DETERMINE THE LEARNING OPPORTUNITIES SUPPLEMENTAL TO THE MINIMAL PROGRAM OFFERINGS. THE RESULTS INDICATED (1) THE EMPHASIS WAS ON TWO AREAS—THE CREATIVE AREAS AND THE BASIC COURSES SUBJECT TO SPUTNIK-PRECIPITATED PRESSURE, (2) THE MOST POPULAR ELECTIVE LEARNING AREAS ARE THOSE OFFERING OPPORTUNITIES FOR CREATIVITY, AND (3) THERE WAS A LACK OF ANY EMPHASIS ON STRICTLY VOCATIONAL INSTRUCTION. THE AUTHORS INDICATED AN AWARENESS OF PRESSURE FROM ADULTS AND STUDENTS IN THE SELECTION OF COURSE OFFERINGS. TABLES PRESENT SURVEY FINDINGS BY SUBJECT AREAS AND OTHER DATA. (SF)

ED 013 132 RC 000 783

WADE, JON C.

INDIAN EDUCATION, STATE OF SOUTH DAKOTA. JOHNSON O'MALLEY PROGRAM, FISCAL 1966. ANNUAL REPORT.

SOUTH DAKOTA STATE DEPT. OF PUBLIC INSTR. PIERRE

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *AMERICAN INDIANS, *EDUCATION, *FINANCIAL SUPPORT, *INNOVATION, *SCHOOL REDISTRICTING, ADMINISTRATIVE POLICY, AVERAGE DAILY ATTENDANCE, BUREAU OF INDIAN AFFAIRS, COUNTY SCHOOL SYSTEMS, FEDERAL AID, JOHNSON O'MALLEY PROGRAM, SCHOOL DISTRICTS.

THIS DOCUMENT PRESENTS THE FISCAL REPORT AND INFORMATION RELATED TO SOUTH DAKOTA'S PARTICIPATION IN THE JOHNSON O'MALLEY PROGRAM, 1966. CHARTS RELATING THE FINANCIAL BREAKDOWN OF EXPENDITURES, INCOME, ENROLLMENT, AVERAGE DAILY ATTENDANCE, AND THE NUMBER OF 8TH GRADE AND 12TH GRADE GRADUATES OF THE FORTY-THREE SCHOOL DISTRICTS ARE PRESENTED. COSTS AND OUTLINES OF SPECIAL AGREEMENTS, SUCH AS STATE SCHOOL OPERATION AND TRANSPORTATION, ARE PRESENTED. A COMPLETE ANALYSIS IS MADE OF THE TAXES LEVIED FOR THE GENERAL FUND, BOND REDEMPTION FUND, CAPITAL OUTLAY FUND, COUNTY ELEMENTARY SCHOOL, EQUALIZATION FUND, HIGH SCHOOL TUITION FUND, GENERAL PROPERTY TAX FUND, AND AGRICULTURAL LAND TAX FUND. A RESUME OF ALL THE TITLE I PROGRAMS INCLUDES THE NAME OF THE

SCHOOL DISTRICT, THE SIZE OF THE MAXIMUM AND APPROVED GRANTS, AND A SUMMARY OF EACH PROGRAM. THE DOCUMENT CONCLUDES BY PRESENTING THE NAMES, ADDRESSES, AND COLLEGE NAME AND CLASS OF ALL THE SOUTH DAKOTA INDIAN SCHOLARSHIP RECIPIENTS FOR THE SCHOOL YEAR 1965-66. (JH)

ED 013 133

RC 000 811

DELP, HAROLD A.

MENTAL HEALTH OF TEACHERS—STILL A PROBLEM.

PUB DATE JUN 63

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *MALADJUSTMENT, *MENTAL HEALTH, *TEACHER ATTITUDES, *TEACHERS, ADJUSTMENT (TO ENVIRONMENT), EMOTIONAL MALADJUSTMENT, ILLINOIS, JOURNAL OF TEACHER EDUCATION, NATIONAL COLLEGE OF EDUC, PARENT SCHOOL RELATIONSHIP, PSYCHOLOGICAL PATTERNS, SOCIALLY MALADJUSTED, TEACHER EDUCATION.

THE FREQUENCY OF MALADJUSTMENT AMONG TEACHERS IS SUCH THAT IN 12 YEARS OF PUBLIC EDUCATION THE CHANCES ARE 7 TO 1 THAT A CHILD WILL HAVE AT LEAST TWO MALADJUSTED TEACHERS. RESEARCH INDICATES THAT WHILE TEACHING IS NOT ONE OF THE DIRECT CAUSES OF THE MALADJUSTMENT, THE FACTORS INVOLVED DO INCLUDE PERSONAL PROBLEMS, COMMUNITY PRESSURES, AND PROFESSIONAL PROBLEMS. AIDS TO IMPROVE TEACHERS' MENTAL HEALTH INCLUDE—(1) CONTROL OF TEACHER CANDIDATES, (2) BROADER TRAINING FOR BETTER TEACHER UNDERSTANDING OF HUMAN NATURE AND ITS PROBLEMS, (3) COUNSELING TEACHERS IN SELECTION OF APPROPRIATE JOBS, (4) ASSISTING TEACHERS BY MEANS OF IN-SERVICE TRAINING PROGRAMS, (5) ADMINISTRATIVE SUPPORT OF TEACHERS, (6) IMPROVEMENT OF PARENT-TEACHER RELATIONS, AND (7) PRAISE FOR SUCCESSFUL TEACHING. THIRTY-FIVE BIBLIOGRAPHIC REFERENCES ARE GIVEN. THIS ARTICLE APPEARED IN THE JUNE 1963 ISSUE OF THE JOURNAL OF TEACHER EDUCATION. (JH)

ED 013 134

RC 000 834

BERNARDO, CHARLES M. MARLOW, FRANK M.

SPECIALIST DEPLOYMENT IN CSS SCHOOLS.

NEW YORK STATE SCHOOL BOARDS ASSN., ALBANY

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *MEASUREMENT, *SCHOOL DISTRICTS, *SPECIALISTS, *STATISTICAL ANALYSIS, NEW YORK STATE, QUESTIONNAIRES, SPECIAL SERVICES, STATISTICAL DATA, STATISTICAL SURVEYS, TABLES (DATA).

THE FIRST DOCUMENT IN A THREE PART STUDY INDICATES THAT THE PURPOSE OF THE STUDY WAS TO MEASURE, ANALYZE, AND COMPARE THE FUNCTIONAL DEPLOYMENT OF SPECIALISTS BY THE LOCAL SCHOOL DISTRICT. IT WAS NECESSARY TO EXAMINE THE FUNCTIONS PERFORMED IN ORDER TO DETERMINE THE RATIO AND ADEQUACY OF SCHOOL DISTRICT SPECIALISTS. DATA WAS COLLECTED AND TABULATED FROM 174 SCHOOL DISTRICTS WHICH REP-

RESENTED THIRTY-FIVE PERCENT OF THE CENTRAL SCHOOL DISTRICTS IN NEW YORK STATE. TWENTY-NINE SPECIALIST FUNCTIONS WERE IDENTIFIED AND DEFINED. SPECIFIC INSTRUCTIONS FOR READING AND INTERPRETING TABLES OF STATISTICAL DATA IN EACH OF THE THREE PARTS OF THE STUDY ARE INCLUDED. (JS)

ED 013 135

RC 000 838

STEWART, OMERC.

QUESTIONS REGARDING AMERICAN INDIAN CRIMINALITY.

PUB DATE 61

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *ALCOHOLISM, *AMERICAN INDIANS, *CRIME, APACHE, BUREAU OF INDIAN AFFAIRS, DENVER COLORADO, GALLUP NEW MEXICO, LAW ENFORCEMENT, NAVAJO, NEGROES, PHOENIX ARIZONA, SOUTH DAKOTA, WASHINGTON D.C.

FOR THE PURPOSE OF THIS DOCUMENT, AMERICAN INDIAN MEANS A SOCIAL-LEGAL GROUP. THE STATISTICS WERE OBTAINED FROM FEDERAL, STATE, AND LOCAL GOVERNMENT SOURCES. IN 1960, THERE WERE OVER 70,000 INDIAN ARRESTS OUT OF FOUR MILLION ARRESTS REPORTED TO THE F.B.I. THE PER CAPITA AMERICAN INDIAN CRIMINALITY IS NEARLY SEVEN TIMES THE NATIONAL AVERAGE, NEARLY THREE TIMES THAT OF NEGROES AND NEARLY EIGHT TIMES THAT OF WHITES. OVER SEVENTY PERCENT OF THE INDIAN ARRESTS WERE ATTRIBUTED TO DRUNKENNESS, WHICH IS NEARLY TWELVE TIMES THE NATIONAL AVERAGE, NEARLY FIVE TIMES THAT OF NEGROES, AND NEARLY THIRTEEN TIMES THAT OF ORIENTALS (CHINESE AND JAPANESE). ARRESTS FOR ALL SUSPECTED CRIMES IN THE UNITED STATES WERE FOUR TIMES HIGHER IN URBAN AREAS THAN IN RURAL AREAS, BUT INDIAN ARRESTS WERE OVER TWENTY-THREE TIMES HIGHER IN URBAN AREAS THAN RURAL AREAS. INDIAN ARRESTS FOR ALCOHOL-CONNECTED CRIMES WERE NEARLY THIRTY-SEVEN TIMES AS GREAT AS WHITES, AND NEARLY FIFTEEN TIMES GREATER THAN COMPARABLE RATES FOR NEGROES. THE AUTHOR QUESTIONS WHETHER GROSS STATISTICS GIVE AN ACCURATE PICTURE OF THE AMOUNT OF INDIAN CRIMINALITY AND SUGGESTS AN INTENSIVE ANALYSIS OF LOCAL CONDITIONS WHICH MIGHT IDENTIFY FACTORS CONTRIBUTING TO INDIAN DELINQUENCY. THE LAWS, AND THEIR RECENT CHANGES, CONCERNING ALCOHOL AND INDIANS ARE DISCUSSED. INCLUDED ARE CHARTS COMPARING ARREST STATISTICS TO AGE, TRIBE, SEX, TYPES OF CRIMES, RACES, AND ETHNIC GROUPS. (JH)

ED 013 136

RC 000 880

INQUIRY INTO CHANGE—SURVEY OF BELIEFS (SURVEY FORM I). SUPPLEMENT TO "ENVISIONING A NEW KIND OF SCHOOL."

UNIVERSITY CITY SCHOOL DISTRICT, MO. PUB DATE APR 66

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *EDUCATIONAL ATTITUDES, *EDUCATIONAL OBJECTIVES, *STATISTICAL SURVEYS, ADMINISTRATIVE PERSONNEL, ATTITUDES, COGNITIVE PROCESSES, CONCEPT FORMATION, COOPERATIVE PLANNING, DISCOVERY PROCESSES, GROUPING PROCEDURES, INDIVIDUAL STUDY, MOTIVATION, PERCEPTION TESTS, PERCEPTUAL DEVELOPM-

ENT, READINESS (MENTAL), SELF CONTAINED CLASSROOMS, SOCIAL STUDIES, TEACHERS, UNGRADED CURRICULUM.

THIS IS A REPORT OF THE RESPONSES OF 480 PROFESSIONALS TO A QUESTIONNAIRE ABOUT THEIR BELIEFS ABOUT EDUCATION AS RELATED TO NEWER GOALS IN EDUCATION. IT INDICATES A STRONG COMMITMENT TO THE NEWER GOALS. (DD)

ED 013 137

RC 001 019

BOWER, ELIM.

FOSTERING MAXIMUM GROWTH IN CHILDREN.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHILD DEVELOPMENT, *EARLY CHILDHOOD, *LEARNING PROCESSES, *PRESCHOOL EDUCATION, CHILD PSYCHOLOGY, CHILDHOOD ATTITUDES, CHILDHOOD INTERESTS, EARLY EXPERIENCE, GROWTH PATTERNS, INDIVIDUAL DEVELOPMENT, LEARNING ACTIVITIES, LEARNING THEORIES, PLAY THERAPY, PRESCHOOL CHILDREN, PRESCHOOL LEARNING.

SINCE SYMBOLS ARE SEEN AS REPRESENTATIVES OF THINGS, ACTION, RELATIONSHIPS, AND FEELINGS, YOUNG CHILDREN NEED TO LEARN TO PROCESS SYMBOLS. THE QUALITY OF A CHILD'S EDUCATION IN MANAGING AND UTILIZING SYMBOLS WILL AFFECT HIS ABILITY TO WORK, LOVE, AND GROW. SOME MAJOR IDEAS IN OUR CONCEPTUALIZATIONS OF MAN AND HIS DEVELOPMENT HAVE BEEN UPROOTED IN THE LAST THIRTY YEARS—(1) FIXED INTELLIGENCE, (2) PREDETERMINED DEVELOPMENT, (3) THE BRAIN AS A SWITCHBOARD, (4) THE INSIGNIFICANCE OF EARLY EXPERIENCES, AND (5) TO LEARN REQUIRES CONFLICT OR PAIN. PLAY ACTIVITIES ARE SEEN AS VOLUNTARY ACTIVITIES IN WHICH CHILDREN CAN DEVELOP AND TEST COMPETENCIES. EGO DEVELOPMENT AND MASTERY OF SOCIAL COMPETENCIES CAN TAKE PLACE IN THE PSYCHOLOGICALLY SAFE ZONES OF PLAY. STRESS IS DEFINED AS ANY STIMULUS OR FORCE THAT CHANGES AN ORGANISM IN SOME SIGNIFICANT WAY. MANAGING STRESS AND THE POSITIVE USE OF STRESS ARE SEEN AS MAJOR FUNCTIONS OF SCHOOL, ESPECIALLY IN THE EARLY SCHOOL YEARS. THIS DOCUMENT IS AVAILABLE FOR \$0.65 FROM NEA, 1201 SIXTEENTH STREET, N. W. WASHINGTON, D. C. 20036. (SF)

ED 013 138

RC 001 139

MASON, EVELYN P.

COMPARISON OF PERSONALITY CHARACTERISTICS OF JUNIOR HIGH STUDENTS FROM AMERICAN INDIAN, MEXICAN AND CAUCASIAN ETHNIC BACKGROUNDS.

WESTERN WASHINGTON STATE COLL., BELLINGHAM

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *ETHNIC GROUPS, *INDIVIDUAL CHARACTERISTICS, *PERSONALITY STUDIES, *PSYCHOLOGICAL TESTING, AMERICAN INDIANS, COMPARATIVE ANALYSIS, CULTURAL BACKGROUND, DISADVANTAGED GROUPS, MEXICAN AMERICANS.

PROJECT "CATCH-UP" WAS DESIGNED TO GIVE CULTURALLY DISADVANTAGED

13 AND 14 YEAR OLDS A SUMMER PROGRAM OF ACADEMIC REMEDIATION, ACCELERATION, AND GENERAL CULTURAL ENRICHMENT. 49 YOUNGSTERS FROM THE PROJECT WERE USED IN THIS STUDY TO MEASURE PROJECT PARTICIPANTS' ATTITUDES TOWARD THEMSELVES AND TO EVALUATE DIFFERENTIAL RESPONSES TO THE PROJECT AND SUBSEQUENT REACTIONS TO SCHOOL EXPERIENCE. THE CALIFORNIA PSYCHOLOGICAL INVENTORY WAS ADMINISTERED TO THE PARTICIPANT GROUP, WHICH CONSISTED OF 26 AMERICAN INDIANS (13 BOYS AND 13 GIRLS), 13 CAUCASIANS (6 BOYS AND 7 GIRLS), AND 10 MEXICAN-AMERICANS (5 BOYS AND 5 GIRLS). THE TEST RESULTS SHOWED THAT FEMALES RESPONDED IN A CONSISTENT NEGATIVE PATTERN ACROSS THE 18 SUB-TESTS WITH MEXICANS LOWEST AND CAUCASIANS HIGHEST. ETHNIC GROUP DIFFERENCES FOR MALES INDICATED THAT THE MEXICAN AND INDIAN HAD LOWER SOCIAL PRESENCE THAN THE CAUCASIAN. FLEXIBILITY SCORES FOR THE MEXICAN MALE WERE LOWER THAN FOR THE CAUCASIAN OR INDIAN, BUT HIGHER ON SOCIAL RESPONSIBILITY, TOLERANCE, AND INTELLECTUAL HONESTY. (ES)

ED 013 139

RC 001 140

CUSHMAN, M.L.

THE ROLE OF SCHOOL DISTRICT REORGANIZATION IN IMPROVING RURAL EDUCATION.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *COMMUNITY SCHOOLS, *RURAL SCHOOL SYSTEMS, *SCHOOL REDISTRICTING, ADMINISTRATIVE PERSONNEL, ADMINISTRATIVE POLICY, COUNTY SCHOOL SYSTEMS, CURRICULUM DEVELOPMENT, EDUCATIONAL FACILITIES, NEIGHBORHOOD CENTERS, RURAL SCHOOLS, SCHOOL DISTRICTS, UNIVERSITY OF NORTH DAKOTA.

RESEARCH ON SCHOOL DISTRICT REORGANIZATION VERIFIES THAT LOCAL SCHOOL DISTRICTS OPERATE AS A FUNCTION OF THE STATE. AS REORGANIZATION RATES HAVE BEEN TOO SLOW, THE EVIDENCE SUGGESTS THE NEED FOR STATE LEGISLATIVE MANDATES FOR COMMUNITY-TYPE SCHOOL DISTRICTS. FOR IMPROVED UTILIZATION OF CONTEMPORARY KNOWLEDGE OF EDUCATION IN PROVIDING RICHER AND BROADER EDUCATIONAL PROGRAMS, BETTER ADMINISTRATIVE LEADERSHIP, BETTER TEACHERS, BETTER FACILITIES, AND LARGER SCHOOL DISTRICTS ARE REQUIRED. (SF)

ED 013 140

95

RC 001 178

WATSON, WILLIAM GENE

AN INSERVICE EDUCATION PROGRAM TO FACILITATE INTEGRATION IN OAK RIDGE SCHOOLS THROUGH IMPROVEMENT OF LANGUAGE SKILLS AND RELATED CURRICULUM FROM PRE-KINDERGARTEN THROUGH JUNIOR HIGH SCHOOL.

OAK RIDGE SCHOOLS, TENN.

PUB DATE 30 JUN 66

EDRS PRICE MF-\$1.00 HC-\$8.76 217P.

DESCRIPTORS *ELEMENTARY EDUCATION, *LANGUAGE ARTS, *NEGRO STUDENTS, *PRESCHOOL EDUCATION, *READING PROGRAMS, CONSULTANTS, CURRICULUM, DISADVANTAGED YOUTH, EDU-

CATIONAL PROGRAMS, HEW, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, JUNIOR HIGH SCHOOLS, LANGUAGE SKILLS, METHODS, OAK RIDGE SCHOOLS, RACIAL SEGREGATION, SCHOOL INTEGRATION, GRANT OEG-36-52-E014

THIS PROJECT IN THE OAK RIDGE SCHOOLS WAS DESIGNED TO IMPROVE THE LANGUAGE ARTS AND READING PROGRAMS FOR NEGRO STUDENTS AT A RACIALLY SEGREGATED ELEMENTARY SCHOOL. IT ATTEMPTED TO PREPARE THESE STUDENTS FOR SUCCESSFUL SCHOOL INTEGRATION IN A DIFFERENTIATED EDUCATIONAL PROGRAM AT AN INTEGRATED JUNIOR HIGH SCHOOL. THE PROGRAM INCLUDED PRESCHOOL EDUCATION, IMPLEMENTATION OF A SPECIAL READING PROGRAM, DEVELOPMENT OF INSTRUCTIONAL MATERIALS, AND METHODS AND APPROACHES FOR DEALING WITH DISADVANTAGED YOUTH IN ALL CURRICULUM AREAS. A STUDY CENTER WAS ORGANIZED AT NIGHT AND MANNED BY VOLUNTEER TEACHERS. EXTENSIVE WORK WAS DONE BY A COORDINATOR IN DEVELOPING BETTER HOME-SCHOOL RELATIONSHIPS. AN INSERVICE TEACHER EDUCATION WORKSHOP WAS CONDUCTED WITH CONSULTANTS BROUGHT IN TO HELP THE TEACHERS IN VARIOUS CURRICULUM AREAS. THE REPORT CONCLUDED THAT CONSIDERABLE GAINS WERE MADE IN TERMS OF IQ POINTS AND READING ABILITY. (JS)

ED 013 141

RC 001 184

PROVIDING ENRICHMENT OPPORTUNITIES THROUGH CAMPING AND OTHER SIMILAR ACTIVITIES (ELEMENTARY), SPRING 1966. PROGRAM EVALUATION.

MILWAUKEE PUBLIC SCHOOLS, WIS.

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$1.44 34P.

DESCRIPTORS *CULTURAL DISADVANTAGEMENT, *DAY CAMP PROGRAMS, *OUTDOOR EDUCATION, *SOCIAL EXPERIENCE, COUNSELORS, CURRICULUM ENRICHMENT, ELEMENTARY SCHOOLS, FIELD TRIPS, GROUP EXPERIENCE, GROUP RELATIONS, HIGH SCHOOLS, JUNIOR HIGH SCHOOLS, MOBILE LABORATORIES, RACIAL INTEGRATION, RECREATIONAL FACILITIES, RECREATIONAL PROGRAMS, SOCIAL DISADVANTAGEMENT, STUDENT TEACHER RELATIONSHIP, ZOOS.

OUTDOOR EDUCATION IN THE FORM OF DAY CAMPS, TEEPEE CAMPS, THREE-DAY CAMPS, TEACHER-SELECTED FIELD TRIPS, AND A MOBILE NATURE MUSEUM WAS PROVIDED FOR CHILDREN FROM DEPRIVED AREAS. A TOTAL OF 11,680 CHILDREN FROM 44 ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS PARTICIPATED IN THE PROGRAM BETWEEN MAY 1, 1966 AND AUGUST 3, 1966. THE DAY AND OVER-NIGHT CAMPING EXPERIENCES TOOK PLACE AT ESTABLISHED CAMP FACILITIES IN WOODED AREAS. FIELD TRIPS WERE CONDUCTED TO DAIRY FARMS, STATE FORESTS, A ZOO, AND A CONSERVATORY. THE MOBILE NATURE MUSEUM WAS A MOBILE TRAILER CONTAINING DISPLAYS WHICH WERE DESCRIBED TO THE STUDENTS BY A QUALIFIED NATURALIST. QUESTIONNAIRES DISTRIBUTED TO STUDENTS, TEACHERS, STAFF MEMBERS, PARENTS, ADMINISTRATORS, AND A SCHOOL PSYCHOLOGIST LED TO THE CONCLUSIONS THAT (1) THIS WAS A PARTICULARLY VALUABLE EXPERIENCE SINCE SUCH FACILITIES

WERE NOT GENERALLY AVAILABLE TO THE POVERTY AREA CHILDREN, AND (2) OBJECTIVES CONCERNED WITH THE DEVELOPMENT OF SOCIAL-DEMOCRATIC LIVING HABITS, NEW RECREATIONAL AND VOCATIONAL OPPORTUNITIES, AND INTEREST AND UNDERSTANDING IN THE OUTDOOR ENVIRONMENT WERE WELL MET. APPENDICES PRESENT SAMPLE QUESTIONNAIRES AND DATA SUMMARIES. (SF)

ED 013 142 **RC 001 185**
LAZAR, IRVING AND OTHERS
THE PROFESSIONAL SERVICE CORPS, A NEW SOURCE OF MANPOWER.
NEUMEYER FOUNDATION, BEVERLY HILLS, CALIF.
REPORT NUMBER MONOGR-1
PUB DATE MAR 67

EDRS PRICE MF-\$1.25 HC-\$11.68 290P.
DESCRIPTORS *COMMUNITY SERVICES, *FINANCIAL SUPPORT, *INSTRUCTIONAL STAFF, *PSYCHOTHERAPY, *SOCIOPSYCHOLOGICAL SERVICES, ACTIVITIES, AUTOINSTRUCTIONAL AIDS, CAP, COLLEGE STUDENTS, COMMUNITY ACTION, COMMUNITY ACTION AGENCY, CONSUMER SCIENCE, COUNSELING, EMPLOYMENT PROGRAMS, FAMILY PROBLEMS, HOME ECONOMICS EDUCATION, INDIVIDUAL DIFFERENCES, LEADERSHIP TRAINING, LEGAL AID PROJECTS, NEIGHBORHOOD YOUTH CORPS, OEO, PROFESSIONAL SERVICE CORPS, REMEDIAL INSTRUCTION, VISTA, VOLUNTEERS, YOUTH CLUBS.
A MULTI-PURPOSE CENTER WAS ORGANIZED TO PROVIDE PSYCHOTHERAPY AND SOCIOPSYCHOLOGICAL SERVICES TO A COMMUNITY. INITIALLY A SERIES OF MEETINGS WITHIN THE COMMUNITY DETERMINED THE SERVICES THAT WERE NEEDED. THE STAFF FOR THE PROJECT WAS SELECTED FROM THE RANKS OF PROFESSIONALLY EDUCATED WOMEN WHO WERE NOT WORKING, RETIRED PROFESSIONALS, COLLEGE STUDENTS, VISTA, CAP, NEIGHBORHOOD YOUTH CORPS, AND VOLUNTEERS. THE STAFF WORKED ON FAMILY PROBLEMS, PROBLEMS OF INDIVIDUAL DIFFERENCES, AND INITIATED GROUP ACTION WITHIN THE COMMUNITY. OVER A PERIOD OF TWENTY-FOUR MONTHS, THE SERVICE CENTER PROVIDED A FAMILY AGENT PLAN, CRISIS INTERVENTION PLAN, REMEDIAL AND AUTOINSTRUCTIONAL AIDS, COUNSELING AND PSYCHOTHERAPY, EMPLOYMENT PROGRAMS, LEGAL AID PROJECTS, LEADERSHIP TRAINING, CONSUMER SCIENCE AND HOME ECONOMICS PROGRAMS, YOUTH CLUBS AND SUMMER ACTIVITIES, AND HELP FOR A GROUP OF PREGNANT TEENAGERS. THE REPORT CONCLUDES THAT THE PROJECT WAS SUCCESSFUL, AND OFFERS SUGGESTIONS FOR IMPROVEMENTS WITH FUTURE PROJECTS. FINANCIAL SUPPORT WAS PROVIDED BY THE NEUMEYER FOUNDATION AND THE OFFICE OF ECONOMIC OPPORTUNITY. (JS)

ED 013 143 **RC 001 186**
LAZAR, JOYCE B.
THE FAMILY AGENT, A TRAINING MANUAL AND PROGRAM EVALUATION OF A NEW CAREER IN SOCIAL SERVICE.
NEUMEYER FOUNDATION, BEVERLY HILLS, CALIF.
REPORT NUMBER MONOGR-2
PUB DATE MAR 67
EDRS PRICE MF-\$1.00 HC-\$10.04 249P.

DESCRIPTORS *FAMILY PROGRAMS, *GUIDES, *SERVICE EDUCATION, *SOCIAL AGENCIES, *SOCIAL SERVICES, ACCULTURATION, CULTURAL ISOLATION, CULTURALLY DISADVANTAGED, DEMOGRAPHY, DEPRESSED AREAS (GEOGRAPHIC), ECONOMIC DISADVANTAGEMENT, FAMILY ATTITUDES, FAMILY BACKGROUND, LEADERS GUIDES, MANPOWER DEVELOPMENT, MINORITY GROUPS, NEGROES, POVERTY PROGRAMS, PROBATION OFFICERS, SERVICE OCCUPATIONS, SLUM ENVIRONMENT, SOCIAL DISADVANTAGEMENT, SOCIAL WELFARE, SPANISH SPEAKING.

THE PERSONNEL OF THE FAMILY AGENT PROGRAMS WERE WOMEN OF COMFORTABLE MEANS WHO HAD TEN TO TWENTY HOURS A WEEK AVAILABLE FOR SERVICE TO THE POOR. THE TRAINING PROGRAM DESCRIBED IS DIVIDED INTO TWO PHASES—INITIAL TRAINING AND INSERVICE TRAINING. SUBJECTS COVERED INCLUDE—(1) CONCEPTS OF THE WAR ON POVERTY, (2) THE NATURE OF POVERTY, (3) THE CULTURE OF POVERTY, (4) ORIENTATION TO NEGRO AND MEXICAN-AMERICAN FAMILIES, (5) FAMILY AGENT PROCEDURES, (6) ORIENTATION TO THE PROBATION DEPARTMENT, (7) TECHNIQUES FOR AND WORK OF FAMILY AGENTS, AND (8) THE ROLE OF THE SUPERVISOR. THE FAMILY AGENT PROGRAM EVALUATION SECTION DESCRIBES THE SERVICES OFFERED TO 235 FAMILIES, AND PRESENTS DEMOGRAPHIC CHARACTERISTICS OF THE FAMILIES AS WELL AS RESEARCH INTO THE LIFE STYLES OF THE POOR. THE STUDY EXAMINES FAMILIAL GOALS, RESOURCES, AND PROCESSES, AND IT FORMS COMPARISONS AMONG ANGLO, MEXICAN-AMERICAN, AND NEGRO FAMILIES BASED ON THESE THREE VARIABLES. THE ROLE OF THE FAMILY AGENT AS AN EFFECTIVE AID TO THE POOR IS EXPLORED. DEMOGRAPHIC AND PERSONALITY CHARACTERISTICS OF THE FAMILY AGENTS AND CRITERIA FOR THE PREDICTION OF SUCCESS ARE EXPLORED. OVERALL CONCLUSIONS INDICATE THAT POTENTIALLY SUCCESSFUL FAMILY AGENTS CAN BE RECRUITED, IDENTIFIED, AND TRAINED TO RENDER A VALUABLE SERVICE, AND LOW-INCOME MULTI-PROBLEM FAMILIES DISPLAYING A VARIETY OF FAMILY STYLES AND PROBLEMS WILL ACCEPT AND BENEFIT FROM THESE SERVICES. (SF)

ED 013 144 **24** **RC 001 188**
STEWART, LAWRENCE H. MOULTON, ROBERT W.
INCREASING THE ACADEMIC ACHIEVEMENT OF CULTURALLY DISADVANTAGED YOUTH.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-S-185
PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$3.60 88P.

DESCRIPTORS *COUNSELING, *DISADVANTAGED YOUTH, *GROUP COUNSELING, *JUNIOR HIGH SCHOOLS, ACHIEVEMENT, ATTITUDE TESTS, COUNSELING PROGRAMS, COUNSELING SERVICES, NEGRO STUDENTS, SCHOOL ATTITUDES.

A STUDY WAS CONDUCTED TO DETERMINE IF EXPERIMENTAL COUNSELING PROCEDURES COULD BE MORE EFFECTIVE THAN TRADITIONAL GROUP COUNSELING IN IMPROVING ACADEMIC PERFORMANCE, AND TO DETERMINE IF CHANGES FROM EXPERIMENTAL PROCEDURES WERE RELATED TO VARIATIONS IN ACHIEVEMENT MOTIVE. THE AU-

THORS NOTED THAT TRADITIONAL COUNSELING TECHNIQUES HAVE NOT BEEN EFFECTIVE IN ALTERING ACHIEVEMENT PATTERNS OF LOW ACHIEVING STUDENTS. FIFTY-FIVE NEGRO JUNIOR HIGH SCHOOL BOYS FROM TWO SCHOOLS IN THE SAN FRANCISCO BAY AREA WERE DIVIDED INTO AN EXPERIMENTAL GROUP OF THIRTY SEVEN, AND TWO CONTROL GROUPS OF NINE EACH. PRE- AND POST-TESTS OF INSIGHT AND SCHOOL ATTITUDES WERE ADMINISTERED TO THE EXPERIMENTAL GROUP AND ONE CONTROL GROUP. THE CONTROL GROUP EXPERIENCED TRADITIONAL GROUP COUNSELING PROCEDURES, WHILE THE EXPERIMENTAL GROUP WAS SUB-DIVIDED INTO SMALLER GROUPS OF EIGHT TO TEN STUDENTS TO ALLOW EACH STUDENT MAXIMUM OPPORTUNITY TO PARTICIPATE AS HE WISHED. A FOLLOW-UP ATTEMPT ONE YEAR LATER INVOLVED ALL GROUPS. THE FINDINGS OF THE STUDY DID NOT DEMONSTRATE THE SUPERIORITY OF THE EXPERIMENTAL METHOD. (SF)

ED 013 145 **RC 001 471**
KUVLESKY, WILLIAM P. LEVER, MICHAEL
OCCUPATIONAL GOALS, EXPECTATIONS, AND ANTICIPATORY GOAL DEFLECTION EXPERIENCED BY NEGRO GIRLS RESIDING IN LOW-INCOME RURAL AND URBAN PLACES.
PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.16 27P.
DESCRIPTORS *FEMALES, *LOW INCOME, *NEGRO YOUTH, *OCCUPATIONAL CHOICE, ACHIEVEMENT, AMERICAN CULTURE, ASPIRATION, CODIFICATION, GROUPS, RESEARCH, RESPONSE MODE, RURAL AREAS, RURAL YOUTH, SOUTHWESTERN SOCIOLOGICAL SOCIETY MEETINGS, STATISTICAL ANALYSIS, URBAN AREAS, URBAN YOUTH.

RESEARCH WAS CONDUCTED TO DETERMINE THE OCCUPATIONAL ASPIRATIONS, EXPECTATIONS, AND ANTICIPATORY GOAL DEFLECTION EXPERIENCED BY NEGRO FEMALES RESIDING IN LOW INCOME RURAL AND URBAN AREAS. TWO OPEN END QUESTIONS WERE USED TO OBTAIN RESPONSE MODES THAT WOULD SERVE AS INDICATORS OF OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS. THE RESPONSE MODES WERE CODED IN A RANK HIERARCHY USING A MODIFIED VERSION OF THE CENSUS SCHEME. FINDINGS INDICATED MARKED SIMILARITIES BETWEEN THE OCCUPATIONAL ASPIRATIONS OF RURAL AND URBAN NEGRO FEMALES. BOTH GROUPS DESIRED HIGH PRESTIGE TYPES OF PROFESSIONAL AND SEMI-PROFESSIONAL POSITIONS. THE ONLY NOTEWORTHY DIFFERENCE BETWEEN THE TWO RURAL AND URBAN GROUPS WAS THAT PROPORTIONATELY MORE URBAN FEMALES HELD HIGH ASPIRATIONS. AS CONCERNS EXPECTATIONS COMPARED TO ASPIRATIONS, THE MAJORITY OF BOTH GROUPS ANTICIPATED ATTAINMENT OF WHITE COLLAR OCCUPATIONS AND HIGH PRESTIGE POSITIONS. NO EXTREME DIFFERENCES WERE OBSERVED BETWEEN THE TWO GROUPS IN ANTICIPATORY DEFLECTION. IMPLICATIONS OF THE STUDY INDICATE THAT THE ACHIEVEMENT PREVAILING IN OUR AMERICAN CULTURE RESULTS IN HIGH SUCCESS ASPIRATIONS. OTHER IMPLICATIONS MENTIONED WERE THAT RURAL YOUTH HAVE LOWER ASPIRATIONS THAN URBAN YOUTH AND BOTH GROUPS HAVE UNREALISTICALLY HIGH OCCUPATION-

AL ASPIRATIONS AND EXPECTATIONS WHICH SHOULD BE MODIFIED. AN ANNOTATED BIBLIOGRAPHY AND SAMPLES OF THE RESEARCH INSTRUMENTS CONCLUDE THE REPORT. (JS)

ED 013 146

RC 001 472

OHLENDORF, GEORGE W. KUVLESKY, WILLIAM P.

RACIAL DIFFERENCES IN THE EDUCATIONAL ORIENTATIONS OF RURAL YOUTH.

PUB DATE MAR 67

EDRS PRICE MF-\$9.25 HC-\$1.08 25P.

DESCRIPTORS *CONCEPTUAL SCHEMES, *EVALUATION, *RACIAL DIFFERENCES, *RURAL YOUTH, *SCHOOL ORIENTATION, ACADEMIC ACHIEVEMENT, ASPIRATION, CAUCASIAN STUDENTS, FACILITIES, HIGH SCHOOL STUDENTS, LIVING STANDARDS, LOW INCOME COUNTIES, NEGRO YOUTH.

THIS PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION WAS CONCERNED WITH THE EVALUATION OF A CONCEPTUAL SCHEME DESIGNED TO STUDY SCHOOL ORIENTATION OF YOUTH AND PARTICULARLY RACIAL DIFFERENCES IN SCHOOL ORIENTATION OF RURAL YOUTH. HIGH SCHOOL SOPHOMORES RESIDING IN SELECTED LOW INCOME COUNTIES OF TEXAS WERE STUDIED. RURAL NEGRO YOUTH WERE FOUND TO BE MORE ORIENTED TOWARD ATTAINING HIGHER ACADEMIC ACHIEVEMENT THAN RURAL CAUCASIAN STUDENTS. BOTH NEGRO BOYS AND GIRLS HAD HIGHER EDUCATIONAL ASPIRATIONS AND EXPECTATIONS THAN CAUCASIAN BOYS AND GIRLS. MUCH LARGER PROPORTIONS OF THE NEGROES DESIRED AND EXPECTED TO DO GRADUATE WORK, WHILE LARGER PROPORTIONS OF THE CAUCASIANS DESIRED AND EXPECTED TO TERMINATE THEIR EDUCATION AFTER GRADUATING FROM HIGH SCHOOL. NEGRO YOUTH WERE MORE LIKELY TO EXPERIENCE DIVERGENCE BETWEEN THEIR ASPIRATIONS AND EXPECTATIONS. INTENSITY OF ASPIRATION WAS STRONG AND CERTAINTY OF EXPECTATION RELATIVELY HIGH FOR BOTH NEGRO AND CAUCASIAN BOYS. IMPLICATIONS FROM THIS STUDY SUGGEST THAT NEGRO YOUTH ARE ATTEMPTING TO IMPROVE THEIR CONDITIONS BY ATTAINING A HIGHER ACADEMIC ACHIEVEMENT AND BETTER EDUCATIONAL FACILITIES NEED TO BE PROVIDED. THE PAPER CONCLUDES THAT THE CONCEPTUAL SCHEME USED IN THIS STUDY IS FRUITFUL FOR THE STUDY OF SCHOOL ORIENTATION OF YOUTH. (JS).

ED 013 147

RC 001 487

POEHLMAN, CHAS.

ANNUAL REPORT, 1965-66, TO UNITED STATES BUREAU OF INDIAN AFFAIRS.

NEVADA STATE DEPT. OF EDUCATION, CARSON CITY

PUB DATE SEP 66

EDRS PRICE MF-\$9.25 HC-\$0.72 16P.

DESCRIPTORS *AMERICAN INDIANS, *DROPOUTS, *EDUCATIONAL FINANCE, *PUBLIC SCHOOLS, COUNSELING SERVICES, JOHNSON O'MALLEY PROGRAM, LUNCH PROGRAMS, NEVADA INDIAN AGENCY, SCHOOL STUDY CENTERS.

IN COMPLIANCE WITH REGULATION, THIS REPORT IS SUBMITTED TO SHOW UTILIZATION OF JOHNSON-O'MALLEY FUNDS IN NEVADA FOR FISCAL YEAR 1965-66. THE REPORT CONSISTS OF-A SHORT EVALUATION WHICH INDICATES

A CONTINUING NEED FOR MAXIMUM FUND ASSISTANCE IN SCHOOL LUNCH PROGRAMS AND SPECIAL PROGRAMS (COUNSELING, SUPERVISING STUDY SITUATIONS, ETC.). AN ENUMERATION OF INDIAN-ALL STUDENT ENROLLMENT DATA BY SCHOOL DISTRICT, A LISTING OF TAX RATES FOR EDUCATION FOR ELEMENTARY AND HIGH SCHOOLS (ON A COUNTY BASIS), A FINANCIAL STATEMENT AND LIST OF EXPENDITURES, A LIST OF JOHNSON-O'MALLEY SPECIAL FUND ALLOCATIONS AND USES BY COUNTY, AND A THREE-YEAR INDIAN DROP-OUT STUDY GIVEN BY GEOGRAPHIC AREA, MALE AND FEMALE DISTRIBUTION, GRADE AND SEMESTER LEVELS, ACHIEVEMENT LEVELS (ARITHMETIC AND READING), ATTENDANCE, AND CATEGORICAL REASON FOR WITHDRAWING. THE STUDY SHOWS THAT A LARGE PORTION OF THE DROPOUTS OCCURRED IN THE SECOND SEMESTER OF THE SENIOR YEAR, DUE IN LARGE MEASURE TO PREVIOUS FAILURES WHICH NECESSITATED LONGER ATTENDANCE TO GRADUATE. THIS SEEMS TO INDICATE THE NEED FOR MORE INTENSIVE COUNSELING SERVICE BEGINNING AT THE JUNIOR HIGH SCHOOL LEVEL. (BR)

ED 013 148

RC 001 516

KNOWLTON, CLARK S.

FACTS AND IRONIES OF THE WATER SITUATION IN THE SOUTHWEST.

PUB DATE AUG 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONSERVATION EDUCATION, *ECONOMICS, *NATURAL RESOURCES, *WATER RESOURCES, AGRICULTURAL TRENDS, AGRICULTURE, CULTURAL FACTORS, ECONOMIC RESEARCH, EDUCATION, INDUSTRIALIZATION, LAND USE, RESEARCH OPPORTUNITIES, SOCIO-CULTURAL PATTERNS, SOCIOECONOMIC INFLUENCES, SOIL CONSERVATION, URBAN ENVIRONMENT.

THE SOUTHWEST IS SEEN AS A REGION LONG DOMINATED BY RANCHING, MINING, AND IRRIGATED AGRICULTURE. RAPID URBANIZATION AND INDUSTRIALIZATION IS RESULTING IN WATER PROBLEMS SIGNIFICANT TO A SOCIOCULTURAL AND A PHYSICAL ENVIRONMENT. THE FIRST GROUP OF PROBLEMS IS CHARACTERIZED BY INDIFFERENCES TO DROUGHT AND WATER DEPLETION POTENTIAL SINCE WATER USERS DO NOT COOPERATE IN CONSERVATION OF WATER. THE LATTER GROUP OF PROBLEMS INCLUDE DECLINING WATER TABLES, EROSION, SALINATION, AND SEDIMENTATION OF RIVERS. THIS PAPER CALLS FOR-(1) CAREFUL UTILIZATION OF EXISTING WATER SUPPLIES, (2) A THOROUGH HYDROLOGICAL SURVEY, (3) WISE LEGISLATION ON WATER USE AND RIGHTS CONTROL, AND (4) PROGRAMS OF EDUCATION TO INFORM INHABITANTS OF WATER PROBLEMS. THIS PAPER WAS PREPARED FOR PUBLICATION IN "WESTERN REVIEW," AUGUST 1964. (SF)

ED 013 149

RC 001 518

KNOWLTON, CLARK S.

SOME OBSERVATIONS UPON URBANIZATION IN THE SOUTHWEST.

PUB DATE 65

EDRS PRICE MF-\$9.25 HC-\$0.48 10P.

DESCRIPTORS *PLANNING, *RESEARCH OPPORTUNITIES, *URBAN ENVIRONMENT, ACCULTURATION, AGRICULTURE, COOPERATIVE PLANNING, CULTURE, DE-

MOGRAPHY, ECONOMIC FACTORS, ECONOMIC RESEARCH, INDUSTRIALIZATION, MEXICAN AMERICAN HISTORY, NATURAL RESOURCES, PLANNING MEETINGS, REGIONAL PROGRAMS, RESEARCH PROBLEMS, RURAL AREAS, RURAL ENVIRONMENT, SOCIAL PROBLEMS, WATER RESOURCES.

THERE ARE FEW AREAS IN THE UNITED STATES THAT OFFER SUCH ABUNDANT OPPORTUNITIES FOR SOCIAL RESEARCH AND STUDY AS DOES THE SOUTHWEST. THIS POTENTIAL IS NOT USED DUE TO A LACK OF RESEARCH FUNDING AND A LACK OF INTELLECTUAL FREEDOM WHICH ENCOURAGES RESEARCH. THE PROGRESS OF THE REGION IS HANDICAPPED BY THE LACK OF NEEDED INFORMATION AND DATA. THE HISTORY OF THE SOUTHWEST'S THREE MAJOR CULTURAL GROUPS, ANGLO-AMERICAN, MEXICAN-AMERICAN AND INDIAN, HAS SHOWN MAJOR CONFLICTS AND HOSTILITIES. MODERN PLANNERS HAVE NOT RECOGNIZED THESE CULTURAL DIFFERENCES. COMPETITION BETWEEN URBANIZATION AND INDUSTRIALIZATION FOR LIMITED AND DIMINISHING WATER SUPPLIES AND LACK OF CITY PLANNING ON URBAN PROBLEMS OF ZONING, SLUM FORMATION, STREET PLANNING, EDUCATIONAL NEEDS, AND LACK OF IMPORTANT CULTURAL FACILITIES ARE CITED. THE AUTHOR FEELS THAT THE SOUTHWEST IS A NATURAL SOCIAL LABORATORY IN WHICH THE PROCESSES OF URBANIZATION, ACCULTURATION, ACCOMMODATION, RACE AND CULTURE CONFLICTS, STRATIFICATION, AND SOCIAL AND CULTURAL CHANGE CAN BE EXPLORED. (SF)

ED 013 150

RC 001 519

KNOWLTON, CLARK S.

PATRON-PEON PATTERN AMONG THE SPANISH AMERICANS OF NEW MEXICO.

PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACCULTURATION, *SOCIAL ORGANIZATIONS, *SPANISH AMERICANS, *SPANISH CULTURE, CULTURAL DIFFERENCES, CULTURALLY DISADVANTAGED, DECISION MAKING SKILLS, ECONOMIC FACTORS, ETHNIC GROUPS, NEW MEXICO (NORTHERN), PERSONAL INTERESTS, PERSONAL RELATIONSHIP, POLITICAL ATTITUDES, POLITICAL POWER, RESEARCH OPPORTUNITIES, RURAL AREAS, SOCIAL CHANGE, SOCIAL CLASS, SOCIAL STATUS, SOCIAL STRUCTURE, URBAN CULTURE.

THE PATRON-PEON SYSTEM WAS ONE OF THE FIRST SPANISH AMERICAN SOCIAL ORGANIZATIONS TO SUCCEED TO INFLUENCES OF THE DOMINANT ENGLISH-SPEAKING SOCIETY. THE PATRON IS DEFINED AS A PERSON WHO IS ABLE TO PROVIDE EMPLOYMENT. SOCIAL AND ECONOMIC SECURITY, AND LEADERSHIP TO THOSE WHO MUST WORK FOR A LIVING. THE LARGE LANDHOLDER PATRON SUPPLIED A PROTECTED, SELF-SUFFICIENT VILLAGE, SUPPORTED THE CHURCH, AND PROVIDED THE NECESSITIES OF LIFE FOR HIS PEONS. IN EXCHANGE, HE EXPECTED OBEDIENCE AND LOYALTY. THE VILLAGE PATRON DID NOT PROVIDE EMPLOYMENT, BUT WAS RESPECTED AS A VILLAGE LEADER. BOTH THE VILLAGE PATRON AND THE LANDHOLDER PATRON WERE EXPECTED TO BE GENEROUS, HOSPITABLE, BRAVE, COURAGEOUS, AND TO DISPLAY THE PERSONAL QUALITIES OF LEADERSHIP. ALTHOUGH THE PATRON-PEON RELATION-

SHIP IS ALMOST NON-EXISTENT TODAY, THE FOLLOWING VALUES AND ATTITUDES ARE OUTGROWTHS OF THE RELATIONSHIP AND ARE SEEN AS CHARACTERISTIC OF SPANISH AMERICANS IN NEW MEXICO—(1) A BLIND LOYALTY TOWARD ETHNIC LEADERS, (2) A TENDENCY TO ENTER INTO A SECURE POLITICAL OR ECONOMIC POSITION OF DEPENDENCY, (3) A RELUCTANCE AMONG MANY TO MAKE DECISIONS, (4) A DISLIKE OF COMPETITION AND OF PERSONAL INITIATIVE, (5) A PREFERENCE FOR A STABLE HIERARCHICAL SOCIAL SYSTEM WITH WELL-DEFINED STRATA, ROLES AND UTILIZATIONS, (6) A PREFERENCE FOR FRIENDLY RELATIONSHIPS RATHER THAN IMPERSONAL, AND (7) A STRONG DISLIKE FOR SOCIAL AND CULTURAL CHANGES. THIS PAPER WAS FIRST PUBLISHED IN "SOCIAL FORCES," VOLUME 41, NUMBER 1, OCTOBER 1962. (SF)

ED 013 151 RC 001 520

KNOWLTON, CLARK S.

THE SPANISH AMERICANS IN NEW MEXICO. PUB DATE JUL 64

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *ACCULTURATION, *CULTURAL BACKGROUND, *RESEARCH OPPORTUNITIES, *SPANISH CULTURE, AGRICULTURAL LABORERS, AGRICULTURE, COMMUNITY BENEFITS, CULTURAL DIFFERENCES, CULTURAL ISOLATION, CULTURAL TRAITS, FAMILY (SOCIOLOGICAL UNIT), INDUSTRIALIZATION, MIGRATION, MOBILITY, NEW MEXICO HIGHLANDS UNIVERSITY, RESEARCH, SOCIAL BACKGROUND, SOCIAL ENVIRONMENT, SOCIOCULTURAL PATTERNS, SOCIOECONOMIC INFLUENCES, URBAN IMMIGRATION, WATER RESOURCES.

THE SPANISH AMERICANS IN NEW MEXICO ARE UNDERGOING GREAT SOCIAL AND CULTURAL CHANGE. THEIR VILLAGE CULTURE, FORMED IN ISOLATION NEAR IRRIGATED LAND WHICH HAD REMAINED REMARKABLY STABLE FOR SEVERAL HUNDRED YEARS, IS BREAKING DOWN. THE SPANISH AMERICANS ARE LEAVING THEIR VILLAGES AND MIGRATING TO INDUSTRIAL CENTERS. FACTORS CONTRIBUTING TO THIS ARE—(1) LOSS OF MILLIONS OF ACRES THROUGH LAW SUITS, TAX SALES, AND PRECISE LAND REGISTRATION, (2) DECLINE OF THE SHEEP INDUSTRY, THE TRADITIONAL LIVESTOCK OF THE SPANISH AMERICANS, AND (3) EXPANDING PURCHASE OF LAND BY OUTSIDE INTERESTS FOR SUMMER RANGE AND INCOME TAX WRITE-OFF. THE AUTHOR CALLS FOR STUDIES OF THE SPANISH AMERICAN IN THE PROCESS OF CHANGE TO INDUSTRIALIZATION AND URBANIZATION. (SF)

ED 013 152 RC 001 521

KNOWLTON, CLARK S.

SITUATION OF THE SPANISH AMERICANS OF NORTHERN NEW MEXICO. PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *AMERICAN CULTURE, *INCOME, *SPANISH AMERICANS, *UNEMPLOYMENT, *WELFARE, ACCULTURATION, DISCRIMINATORY ATTITUDES (SOCIAL), ECONOMICS, ETHNIC GROUPS, LEADERSHIP, NATURAL RESOURCES, NEW MEXICO (NORTHERN), RACIAL CHARACTERISTICS, SOCIAL DISCRIMINATION, SPANISH, VOCATIONAL EDUCATION.

THE SPANISH AMERICANS OF NORTHERN NEW MEXICO HAVE CONSTITUTED

ONE OF THE UNRECOGNIZED DISADVANTAGED GROUPS. PER CAPITA INCOME IS LOW AND THE RATES OF UNEMPLOYMENT AND WELFARE ARE HIGH. THE CAUSES OF THE PRESENT SITUATION ARE—(1) LOSS OF LAND, (2) CULTURAL AND LINGUISTIC DISCRIMINATORY ATTITUDES, (3) NON-PROVISION OF ADEQUATE PROGRAMS TO ACCELERATE THE ACCULTURATION PROCESS, (4) TOO LIMITED DEVELOPMENT OF FLOOD AND IRRIGATION SYSTEMS, (5) INADEQUATE SCHOOL SYSTEMS, (6) INEFFICIENT FARMING PRACTICES, AND (7) LACK OF DEVELOPMENT OF NATURAL RESOURCES. RECOMMENDATIONS MADE TO IMPROVE THE SITUATION INCLUDE—PROGRAMS OF ACCULTURATION, ECONOMIC PROGRAMS, SYSTEMATIC IDENTIFICATION AND UTILIZATION OF SPANISH AMERICAN LEADERS, A SYSTEM TO PROVIDE LAND, VILLAGE IRRIGATION SYSTEMS, AND VOCATIONAL EDUCATION PROGRAMS. (JS)

ED 013 153 RC 001 522

KNOWLTON, CLARK S.

CHANGES IN THE STRUCTURE AND ROLES OF SPANISH-AMERICAN FAMILIES OF NORTHERN NEW MEXICO. PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.32 11P.

DESCRIPTORS *FAMILY CHARACTERISTICS, *ROLE CONFLICTS, *SOCIAL INFLUENCES, *SPANISH SPEAKING, AGRICULTURE, ECONOMIC FACTORS, ECONOMIC STATUS, FAMILY ATTITUDES, FAMILY LIFE, INDUSTRIALIZATION, NEW MEXICO (NORTHERN), POLITICAL ATTITUDES, RESEARCH OPPORTUNITIES, SOCIAL BACKGROUND, SOCIAL VALUES, SOCIOCULTURAL PATTERNS, SPANISH AMERICANS, URBAN IMMIGRATION.

DATA FOR THIS PAPER WERE OBTAINED FROM EXAMINATION OF AVAILABLE LITERATURE AND FROM FIELD WORK IN SAN MIGUEL AND MORA COUNTIES OF NORTHERN NEW MEXICO. THE EXTENDED PATRIARCHAL FAMILY WAS THE PRIMARY SOCIAL SYSTEM AMONG THE SPANISH AMERICANS, OFTEN CONSISTING OF MEMBERS OF THREE OR FOUR GENERATIONS HEADED BY THE GRANDFATHER. THIS FAMILY COOPERATED AS A SINGLE, TIGHTLY KNIT, POLITICAL, ECONOMIC, AND SOCIAL UNIT. DOMINANCE AND AUTHORITY WERE RELATED TO SEX AND AGE. THE MALES WERE DOMINANT OVER FEMALES AND THE OLDER MEMBERS HAD AUTHORITY OVER THE YOUNGER FAMILY MEMBERS. THE PRESSURES OF URBANIZATION, INDUSTRIALIZATION, AND LAND LOSSES HAVE BROKEN THIS TRADITIONAL FAMILY PATTERN IN ALL BUT THE MOST REMOTE VILLAGES. THE ADJUSTMENT OF THE LOWER-CLASS SPANISH AMERICAN FAMILY TO URBAN LIVING DEPENDS UPON THE HUSBAND'S SALARY. IF IT IS NOT ADEQUATE, THE WIFE MUST SEEK EMPLOYMENT, THUS STRENGTHENING HER ROLE AND DIMINISHING THE HUSBAND'S ROLE. THE MORE EDUCATED AND ACCULTURATED SPANISH AMERICAN FAMILIES TEND TO EMULATE THE NUCLEAR FAMILY MODEL OF THE ANGLO AMERICAN. (SF)

ED 013 154 RC 001 523

KNOWLTON, CLARK S.

DISCUSSION OF PLANNING AND IMPLEMENTATION OF GOVERNMENT AND PRIVATE AGENCY PROGRAMS IN NORTHERN NEW MEXICO.

PUB DATE 65
EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *ACCULTURATION, *FEDERAL PROGRAMS, *PRIVATE AGENCIES, *SOCIAL ORGANIZATIONS, *SPANISH AMERICANS, AGRICULTURAL RESEARCH PROJECTS, EDUCATION, GOVERNMENT (ADMINISTRATIVE BODY), GROUPS, HANDICRAFTS, LEADERSHIP, NEW MEXICO (NORTHERN), PLANNING, POPULATION DISTRIBUTION, RESEARCH, SCHOOL SYSTEMS, TAXES.

THE MEXICAN AMERICAN POPULATION IN NORTHERN NEW MEXICO ORIGINALLY HAD LAND GRANTS FROM THE SPANISH CROWN. LACK OF UNDERSTANDING OR ACCEPTANCE OF THE AMERICAN SYSTEM OF INDIVIDUAL OWNERSHIP HAS CAUSED THE MEXICAN AMERICAN TO LOSE MUCH OF THE ORIGINAL GRANT LANDS. THE MEXICAN AMERICAN SOCIAL ORGANIZATION, ORIGINALLY STRUCTURED UPON THE FARM VILLAGE, PATRIARCHAL FAMILY, PATRON SYSTEM, AND THE ROMAN CATHOLIC CHURCH, HAS BEEN QUITE RESISTANT TO ACCULTURATION. THE LACK OF ACCULTURATION AMONG THE PEOPLE, RIGIDITY OF PROGRAMMING, AND SPECIALIZED APPROACH TO PROBLEMS HAVE BEEN THE MAIN REASONS FOR THE FAILURE OF GOVERNMENTAL PROGRAMS. INADEQUATE SCHOOLING COMPOUNDS THE SITUATION. RECOMMENDATIONS INCLUDE PLACING NORTHERN NEW MEXICO UNDER A REGIONAL AUTHORITY, USING THE VILLAGE FOR PLANNING AND RESEARCH, DEVELOPING LOCAL LEADERSHIP, DESIGNING GROUP PROGRAMS, RESTORING LAND TO THE VILLAGE, ADOPTING A PROPERTY TAX EXEMPTION FOR SUBSISTENCE FARMS UNDER FIFTEEN ACRES, PROMOTING HANDICRAFTS, BUILDING SMALL VILLAGE DAMS, CHANGING THE SCHOOL SYSTEM IN NORTHERN NEW MEXICO, BUILDING A NETWORK OF ROADS, DEVELOPING COOPERATIVE SALES SERVICE, DOING AGRICULTURAL RESEARCH, PREPARING AGENCY WORKERS FROM THE RESIDENT POPULATION, AND ESTABLISHING NORTHERN NEW MEXICO AS A TESTING GROUND FOR FEDERAL PROGRAMS. (JS)

ED 013 155 RC 001 546

LUEBKE, PAUL T. ENGLEMAN, FINIS E. THE MISSION CALLED O/O'S, A FIRSTHAND LOOK AT AMERICAN-SPONSORED SCHOOLS IN OTHER LANDS.

AMERICAN ASSN. OF SCHOOL ADMINISTRATORS. PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL OPPORTUNITIES, *FEDERAL PROGRAMS, *FOREIGN COUNTRIES, *INTERNATIONAL EDUCATION, *SCHOOLS, AAIE, ACTIVITIES, CHURCH PROGRAMS, OOS.

NEARLY ONE PERCENT OF THE U. S. POPULATION IS LIVING IN FOREIGN COUNTRIES. THE MAJORITY OF THESE CITIZENS ARE MILITARY PERSONNEL AND THEIR DEPENDENTS. AMERICAN CHILDREN LIVING ABROAD ATTEND VARIOUS TYPES OF SCHOOLS SUCH AS CHURCH RELATED SCHOOLS, COMPANY SCHOOLS, DEPARTMENT OF DEFENSE SCHOOLS, AND AMERICAN SPONSORED INDEPENDENT SCHOOLS. ENROLLMENT IS HEAVIEST IN THE LATTER TYPE SCHOOL. BASIC PURPOSES OF THE AMERICAN SPONSORED SCHOOLS ARE TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR DEPENDENTS OF U. S. GOVERNMENT EMPLOYEES, AND TO DEMONSTRATE THE PHILOSOPHY AND

METHODS OF AMERICAN EDUCATION. CHARACTERISTICS OF THE SCHOOLS ARE MENTIONED AND SEVERAL MAPS AND CHARTS GIVE DETAILED INFORMATION. THE SCHOOLS FACE MANY OF THE SAME PROBLEMS ENCOUNTERED BY THE SMALL RURAL SCHOOL IN THE U. S. NEARLY EVERY SCHOOL, HOWEVER, HAS A PROGRAM OR ACTIVITY WHICH IS DISTINCTIVE. THE BOOKLET CONCLUDES WITH AN APPEAL FOR SUPPORT AND UNDERSTANDING IN MAINTAINING THESE SCHOOLS. THIS DOCUMENT IS AVAILABLE AS 021-00640 FOR \$3.00 FROM AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N. W., WASHINGTON, D. C. 20036. (JS)

ED 013 156 RC 001 589

TEXAS MIGRANT LABOR, THE 1964 MIGRATION.

GOOD NEIGHBOR COMMISSION OF TEXAS, AUSTIN

PUB DATE APR 65

EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *MIGRANT EDUCATION, *MIGRANT EMPLOYMENT, *MIGRANT PROBLEMS, *MIGRANT WORKERS, *MIGRANTS, MEXICAN AMERICANS, MIGRATION, STATE LEGISLATION.

THE MAJORITY OF TEXAS MIGRANTS LIVE IN SOUTH TEXAS AND APPROXIMATELY 96 PERCENT OF THEM ARE OF MEXICAN EXTRACTION. MOST OF THE OTHER FIVE PERCENT ARE EAST TEXAS NEGROES. THE MECHANIZATION OF COTTON HARVESTING AND THE EXPIRATION OF THE "BRACERO PROGRAM" IN 1964 HAVE CAUSED MORE TEXAS MIGRANTS TO SEEK EMPLOYMENT OUTSIDE OF THE STATE. DURING 1964, ABOUT 90 PERCENT OF THE 129,000 TEXAS MIGRANTS SOUGHT EMPLOYMENT IN 36 STATES IN THE NATION. IT IS ESTIMATED THAT 25,000 SCHOOL AGE YOUNGSTERS FROM TEXAS MIGRATED WITH THEIR FAMILIES DURING THE 1963-64 SCHOOL YEAR. IN THE FALL OF 1963 THE TEXAS EDUCATION AGENCY INSTITUTED SPECIAL SIX MONTH MIGRANT EDUCATIONAL PROGRAMS IN FIVE SOUTH TEXAS SCHOOL DISTRICTS. TABLES ARE INCLUDED WHICH SHOW-(1) A BREAKDOWN OF MEMBERS OF MIGRANT FAMILIES BY AGE AND SEX, (2) A TABULATION OF INTERSTATE AND INTRASTATE MIGRANTS IN 1963 AND 1964, (3) THE PERCENT OF COTTON HARVEST MECHANIZATION BY GEOGRAPHIC AREAS, (4) THE NUMBER OF TEXAS MIGRANTS WORKING IN VARIOUS STATES, AND (5) THE NUMBERS OF MIGRANT WORKERS ROUTED INTO LOCAL AREAS OF TEXAS IN PEAK MONTHS. ALSO INCLUDED ARE THE PROPOSED MIGRANT BILLS TO THE 58TH AND 59TH TEXAS LEGISLATURES AND A GLOSSARY OF TERMS. (ES)

ED 013 157 RC 001 590

TEXAS MIGRANT LABOR, THE 1966 MIGRATION.

GOOD NEIGHBOR COMMISSION OF TEXAS, AUSTIN

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *MIGRANT EDUCATION, *MIGRANT EMPLOYMENT, *MIGRANT PROBLEMS, *MIGRANT WORKERS, *MIGRANTS, MEXICAN AMERICANS, MIGRATION, STATE LEGISLATION, TEXAS COUNCIL ON MIGRANT LABOR.

THE CALENDAR YEAR 1966 WAS THE SECOND FULL YEAR IN WHICH NO BRACEROS WERE IMPORTED FROM MEXICO.

CRITICAL LABOR SHORTAGES OCCURRED IN SOME AREAS, HOWEVER, THE DOMESTIC LABOR SUPPLY BECAME MORE STABLE AND FEWER PROBLEMS WERE EXPERIENCED THAN IN 1965. THE MAJORITY OF TEXAS MIGRANTS LIVE IN SOUTH TEXAS AND APPROXIMATELY 96 PERCENT OF THEM ARE OF MEXICAN EXTRACTION. MOST OF THE OTHER FIVE PERCENT ARE EAST TEXAS NEGROES. THE MECHANIZATION OF HARVESTING SOME CROPS AND THE EXPIRATION OF THE BRACERO PROGRAM HAVE CAUSED MORE TEXAS MIGRANTS TO SEEK EMPLOYMENT OUTSIDE OF THE STATE. SOME 104,000 PERSONS MIGRATED FROM TEXAS FOR SEASONAL FARM LABOR IN OTHER STATES. OF THIS NUMBER, THERE WERE 36,000 YOUTHS UNDER SIXTEEN. IN THE FALL OF 1963, THE TEXAS EDUCATION AGENCY INSTITUTED SPECIAL SIX MONTH MIGRANT EDUCATIONAL PROGRAMS IN FIVE SOUTH TEXAS SCHOOL DISTRICTS. DURING THE SUMMER OF 1966, PRE-SCHOOL COURSES WERE CONDUCTED FOR 20,000 NON-ENGLISH SPEAKING CHILDREN. MANY OF THESE PROGRAMS WERE COUPLED WITH OEO WHICH PROVIDED NUTRITIONAL, HEALTH, AND SPECIAL SERVICES IN ADDITION TO EDUCATION. TABLES ARE INCLUDED WHICH SHOW (1) A BREAKDOWN OF MIGRANT FAMILIES BY AGE AND SEX, (2) THE PERCENT OF MECHANIZED COTTON HARVESTING BY COUNTIES, (3) NUMBERS OF COTTON PICKERS AND STRIPPERS IN USE IN TEXAS, AND (4) PRINCIPLE COUNTIES OF RESIDENCE OF MIGRANTS. ALSO INCLUDED ARE THE PROPOSED MIGRANT BILLS TO THE 58TH, 59TH, AND 60TH TEXAS LEGISLATURES AND A GLOSSARY OF TERMS. (ES)

ED 013 158 RC 001 591

TEXAS MIGRANT LABOR, THE 1965 MIGRATION.

GOOD NEIGHBOR COMMISSION OF TEXAS, AUSTIN

PUB DATE MAY 66

EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *MIGRANT EDUCATION, *MIGRANT EMPLOYMENT, *MIGRANT PROBLEMS, *MIGRANT WORKERS, *MIGRANTS, MEXICAN AMERICANS, MIGRATION, STATE LEGISLATION, TEXAS COUNCIL ON MIGRANT LABOR.

THE CALENDAR YEAR 1965 WAS THE FIRST FULL YEAR IN WHICH NO BRACEROS WERE IMPORTED FROM MEXICO. CROP LOSSES OCCURRED IN SOME AREAS OF THE COUNTRY DUE TO LABOR SHORTAGES, HOWEVER, GOVERNMENT OFFICIALS STATE THAT THESE SHORTAGES CAN BE AVOIDED IN THE FUTURE. THE MAJORITY OF TEXAS MIGRANTS LIVE IN SOUTH TEXAS AND APPROXIMATELY 96 PERCENT OF THEM ARE OF MEXICAN EXTRACTION. MOST OF THE OTHER FIVE PERCENT ARE EAST TEXAS NEGROES. THE MECHANIZATION OF COTTON HARVESTING AND THE EXPIRATION OF THE BRACERO PROGRAM HAVE CAUSED MORE TEXAS MIGRANTS TO SEEK EMPLOYMENT OUTSIDE OF THE STATE. IT WAS ESTIMATED THAT 31,500 SCHOOL AGE YOUNGSTERS FROM TEXAS MIGRATED WITH THEIR FAMILIES DURING 1965. IN THE FALL OF 1963 THE TEXAS EDUCATION AGENCY INSTITUTED SPECIAL SIX MONTH MIGRANT EDUCATIONAL PROGRAMS IN FIVE SOUTH TEXAS SCHOOL DISTRICTS. TABLES ARE INCLUDED WHICH SHOW (1) A BREAKDOWN OF MIGRANT FAMILIES BY AGE AND SEX, (2) STATES IN WHICH TEXAS MIGRANTS

WORKED, (3) PRINCIPAL COUNTIES OF RESIDENCE OF MIGRANTS, AND (4) THE PERCENT OF MECHANIZED COTTON HARVESTING BY COUNTIES. ALSO INCLUDED ARE THE PROPOSED MIGRANT BILLS TO THE 58TH AND 59TH TEXAS LEGISLATURES AND A GLOSSARY OF TERMS. (ES)

ED 013 159 RC 001 612

STEVIC, RICHARD UHLIG, GEORGE
OCCUPATIONAL ASPIRATIONS OF SELECTED APPALACHIAN YOUTH.

PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISADVANTAGED ENVIRONMENT, *HIGH SCHOOLS, *OCCUPATIONAL INFORMATION, *RURBAN, *SELF CONCEPT, APPALACHIA, CAREER CHOICE, DISADVANTAGED YOUTH, EDUCATIONALLY DISADVANTAGED, OCCUPATIONAL CHOICE, OCCUPATIONAL GUIDANCE, URBAN IMMIGRATION.

THIS STUDY EXAMINES THE OCCUPATIONAL ASPIRATIONS OF APPALACHIAN YOUTH. IT COMPARES AND CONTRASTS THESE STUDENTS WITH NATIVE AND APPALACHIAN MIGRANT STUDIES IN A RURAL AREA OF AN OHIO CITY. THE COMPARISON INDICATES-(1) APPALACHIAN YOUTH WHO STAY IN THE GEOGRAPHIC AREA HAVE A SIGNIFICANTLY LOWER ASPIRATIONAL LEVEL THAN DO THOSE STUDENTS WHO ARE NATIVE TO AN URBAN AREA, (2) THE APPALACHIAN YOUTH HAVE DIFFERENT ROLE MODELS AND CHARACTERISTICS FOR SUCCESS THAN THOSE STUDENTS WHO HAVE MIGRATED FROM THE APPALACHIAN AREA, AND (3) ONE OF THE MAJOR PROBLEMS IN RAISING THE OCCUPATIONAL ASPIRATIONS OF APPALACHIAN STUDENTS APPEARS TO BE LACK OF INFORMATION AND OPPORTUNITY RATHER THAN LACK OF ABILITY. THIS ARTICLE APPEARED IN PERSONNEL AND GUIDANCE JOURNAL, JANUARY, 1967. (SF)

ED 013 160 RC 001 661

SPAULDING, ROBERT L.

[INTRODUCTION TO THE USE OF THE COPING ANALYSIS SCHEDULE FOR EDUCATIONAL SETTINGS (CASES) AND THE SPAULDING TEACHER ACTIVITY RATING SCHEDULE (STARS).

DUKE UNIV., DURHAM, N.C.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BEHAVIOR CHANGE, *CHILDREN, *CLASS MANAGEMENT, *MEASUREMENT INSTRUMENTS, *OPERANT CONDITIONING, CASES, CODIFICATION, COGNITIVE PROCESSES, CULTURAL BACKGROUND, ENVIRONMENT, INDIVIDUAL CHARACTERISTICS, OBSERVATION, PROFESSIONAL TRAINING, PSYCHOMOTOR SKILLS, SOCIAL RELATIONS, STARS, TEACHERS.

THIS BOOKLET INTRODUCES TWO MEASUREMENT INSTRUMENTS FOCUSING ON CLASS MANAGEMENT. THE COPING ANALYSIS SCHEDULE FOR EDUCATIONAL SETTINGS PERMITS THE CODIFICATION OF ALL OPERANT BEHAVIOR OBSERVED IN THE CLASSROOM, INTO ONE OF THIRTEEN CATEGORIES. ALL BUT ONE OF THE THIRTEEN CATEGORIES ARE DESIGNED TO CHARACTERIZE THE CHILD'S ECONOMY WITH THE EXTERNAL ENVIRONMENT. HOW A CHILD MANAGES THIS ECONOMY IS ASSUMED TO BE OF CRUCIAL IMPORTANCE IN DEVELOPING CULTURAL BACKGROUND. IT HAS BEEN USED

WITH CHILDREN AS YOUNG AS TWO AND AS OLD AS SIXTEEN. OBSERVERS CAN BE TRAINED IN APPROXIMATELY TWO TO THREE WEEKS. THE SECOND MEASUREMENT INSTRUMENT, THE SPAULDING TEACHER ACTIVITY RATING SCHEDULE, IS DESIGNED TO FOCUS ON THE EFFORTS OF TEACHERS TO BRING ABOUT CHANGE IN THE BEHAVIOR OF CHILDREN IN THE CLASSROOM. THE MEASUREMENT INSTRUMENT INCLUDES THREE AREAS OF TEACHER-CHILD TRANSACTIONS, CHARACTERIZED AS COGNITIVE (INTELLECTUAL), SOCIAL RELATIONS, OR PSYCHOMOTOR SKILLS. BEHAVIOR IS CODED AS IT OCCURS AND CAN BE QUICKLY SUMMARIZED IN TABULAR OR GRAPHICAL FORM. THE TRAINING OF OBSERVERS FOR THIS TEST ALSO TAKES FROM TWO TO THREE WEEKS. COPIES OF BOTH MEASUREMENT INSTRUMENTS ARE INCLUDED IN THE BOOKLET. THIS DOCUMENT WAS PUBLISHED BY THE EDUCATION IMPROVEMENT PROGRAM, 2010 CAMPUS DRIVE, DUKE UNIVERSITY, DURHAM, NORTH CAROLINA 27706. (JS)

ED 013 161 RC 001 664

A SUMMARY OF THE OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS. EDUCATIONAL PROJECTS INC., WASHINGTON, D.C.

PUB DATE 15 FEB 67

EDRS PRICE MF-00.50 HC-04.24 104P.

DESCRIPTORS *MIGRANT EDUCATION, *MIGRANT WORKERS, *MIGRANTS, *POVERTY PROGRAMS, *SEASONAL LABORERS, ADULT EDUCATION, DAY CARE PROGRAMS, ECONOMIC OPPORTUNITY ACT, HEALTH SERVICES, MIGRANT ADULT EDUCATION, PRESCHOOL PROGRAMS, REMEDIAL INSTRUCTION.

IT WAS STATED IN THE INTRODUCTION THAT 7.5 MILLION MIGRANTS AND OTHER SEASONAL FARM LABORERS COMPRISE ONE QUARTER OF THE NATION'S POOR. LITTLE ACTION HAS BEEN TAKEN TO MELIORATE THE POOR CONDITIONS OF THESE WORKERS UNTIL PASSAGE OF THE ECONOMIC OPPORTUNITY ACT OF 1964. OEO HAS APPROVED GRANTS FOR FARM WORKER ANTIPOVERTY PROGRAMS IN 35 STATES. THE GRANTEEES HAVE PLACED A HIGH PRIORITY ON EDUCATION, HOWEVER, THE EMPHASES IN THESE PROGRAMS ARE VARIED. THIS PUBLICATION PRESENTS A LIST OF PROGRAMS WITH THE FOLLOWING INFORMATION: (1) GRANTEE, (2) DIRECTOR, (3) TYPE OF AGENCY, (4) COUNTIES SERVED, (5) TYPES OF PROGRAMS, (6) NUMBER OF STAFF MEMBERS, (7) TOTAL FUNDS ALLOCATED, AND (8) WHETHER THE PROGRAMS WERE FUNDED IN THE FISCAL YEARS OF 1965, 1966, AND 1967. (ES)

ED 013 162 RC 001 665

GUIDE TO CURRICULUM MATERIALS AND TESTING INSTRUMENTS. EDUCATIONAL PROJECTS INC., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-00.50 HC-03.04 74P.

DESCRIPTORS *MIGRANT CHILDREN, *MIGRANT EDUCATION, *MIGRANTS, *TESTS, ACHIEVEMENT TESTS, ENGLISH (SECOND LANGUAGE), INSTRUCTIONAL MATERIALS, INTELLIGENCE TESTS, LANGUAGE TESTS, MATHEMATICS MATERIALS, MIGRANT AND SEASONAL FARM WORKER PROJECT, READING MA-

TERIALS, READING TESTS, SEASONAL LABORERS, SOCIAL STUDIES, VOCATIONAL DEVELOPMENT.

THIS BIBLIOGRAPHY WAS PREPARED FOR CONSULTANTS WHO SERVE OEO MIGRANT AND SEASONAL FARM WORKER PROGRAMS. THE FIRST SECTION PERTAINS TO CURRICULUM MATERIALS AND INCLUDES (1) READING AND LANGUAGE, (2) ENGLISH AS A SECOND LANGUAGE, (3) SOCIAL STUDIES, (4) MATHEMATICS, (5) VOCATIONAL, AND (6) CHILDREN'S SERIES. THE SECOND PART IS A LIST OF TESTING INSTRUMENTS FOR MIGRANT CHILDREN, INCLUDING READING AND LANGUAGE, INTELLIGENCE AND GENERAL ABILITY, ACHIEVEMENT, AND VOCATIONAL INTERESTS. A LIST OF SUGGESTED FREE MATERIALS IS ALSO INCLUDED. (ES)

ED 013 163 RC 001 668

SMOKER, DAVID

WORKING CONFERENCE ON RESEARCH AND ACTIVITY IN THE LANGUAGE ARTS FOR THE PRE-PRIMARY/PRIMARY CULTURALLY DIVERSE NON-ENGLISH SPEAKING CHILD (ALBUQUERQUE, JUNE 4-6, 1967).

SOUTHWESTERN COOP. EDUC. LAB., ALBUQUERQUE, N.MEX.

PUB DATE JUN 67

EDRS PRICE MF-00.25 HC-02.00 48P.

DESCRIPTORS *LANGUAGE ARTS, *LANGUAGE RESEARCH, *PRESCHOOL CHILDREN, CULTURALLY DISADVANTAGED, ENGLISH (SECOND LANGUAGE), LANGUAGE DEVELOPMENT, LANGUAGE INSTRUCTION, LANGUAGE SKILLS, LANGUAGES, PRESCHOOL EDUCATION, PRIMARY EDUCATION, RESEARCH OPPORTUNITIES, RESEARCH PROJECTS.

A WORKING CONFERENCE, SPONSORED BY THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC., WAS HELD IN ALBUQUERQUE, NEW MEXICO ON JUNE 4-6, 1967 TO BRING TOGETHER PERSONS INTERESTED IN RELATED RESEARCH ACTIVITIES IN THE AREA OF LANGUAGE ARTS FOR PRE-PRIMARY AND PRIMARY, CULTURALLY DIVERSE, NON-ENGLISH SPEAKING CHILDREN. PARTICIPANTS INVITED WERE FROM RESEARCH AND DEVELOPMENT LABORATORIES, STATE DEPARTMENTS OF EDUCATION, PUBLIC SCHOOLS, COLLEGES AND UNIVERSITIES, THE U.S. OFFICE OF EDUCATION, AND THE BUREAU OF INDIAN AFFAIRS. THIS REPORT PRESENTS SELECTED PROCEEDINGS OF THE CONFERENCE, INCLUDING ELEVEN MAJOR SPEECHES, REMARKS AND DISCUSSION GROUP COMMENTS, AND A ROSTER OF CONFERENCE PARTICIPANTS. (SF)

ED 013 164 RC 001 670

FORBES, JACK D.

MEXICAN-AMERICANS, A HANDBOOK FOR EDUCATORS.

FAR WEST LAB. FOR EDUCATIONAL RES. AND DEV.

PUB DATE 67

EDRS PRICE MF-00.25 HC-01.64 39P.

DESCRIPTORS *ACULTURATION, *CULTURAL FACTORS, *MEXICAN AMERICAN HISTORY, *MEXICAN AMERICANS, *SCHOOLS, ADMINISTRATIVE PERSONNEL, AGRICULTURE, ANGLO AMERICANS, ART ACTIVITIES, AUDIOVISUAL AIDS, BACKGROUND, COMMUNITY, ELEMENTARY SCHOOLS, EXPERIENCE, HOMEMAKING SKILLS, INDUSTRIALIZATION, INFORMATION DISSEMINATION, INSTRU-

TIONAL MATERIALS, INTELLECTUAL DEVELOPMENT, POLITICAL ATTITUDES, SECONDARY SCHOOLS, SKILLS, STUDENTS, TEACHERS, TRANSFER OF TRAINING, WORK EXPERIENCE, YOUTH.

APPROXIMATELY FIVE MILLION PERSONS OF MEXICAN ANCESTRY RESIDE IN THE STATES OF CALIFORNIA, ARIZONA, NEW MEXICO, TEXAS, AND COLORADO. A LARGE NUMBER HAVE ALSO MADE HOMES IN THE GREATER CHICAGO AREA AND IN OTHER INDUSTRIAL CENTERS. MEXICAN AMERICANS HAVE PLAYED A VITAL ROLE IN THE INDUSTRIAL, AGRICULTURAL, ARTISTIC, INTELLECTUAL, AND POLITICAL LIFE OF THE SOUTHWEST. FOR THOUSANDS OF YEARS MEXICO HAS BEEN A CENTER FOR THE DISSEMINATION OF CULTURAL FACTORS AND THE MEXICAN AMERICAN PEOPLE OF THE UNITED STATES HAVE SERVED AS A CULTURAL BRIDGE FOR THE DIFFUSION NORTHWARD. THE MEXICAN AMERICAN COMMUNITY IS DESCRIBED AS BEING PROUD OF ITS MEXICAN BACKGROUND AND IS EXPERIENCING DIFFICULTY IN ACCULTURATION. MEXICAN AMERICAN YOUTH OFTEN MAKE VALUABLE CONTRIBUTIONS TO THE SCHOOLS BY BRINGING A VARIED BACKGROUND OF EXPERIENCE AND SKILLS, BILINGUALISM, CULTURAL FACTORS, HOMEMAKING SKILLS, AND PRACTICAL WORK EXPERIENCE. SIXTEEN SUGGESTIONS ARE PRESENTED TO TEACHERS AND ADMINISTRATORS THAT WOULD HELP PROVIDE TRANSFER OF TRAINING FOR ALL STUDENTS INTO A MIXED ANGLO MEXICAN CULTURE. THE PUBLICATION CONCLUDES WITH A LISTING OF SUPPLEMENTARY AUDIOVISUAL AIDS AND INSTRUCTIONAL MATERIALS WHICH ARE AVAILABLE FOR CLASSROOM USE AT BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVEL. (JS)

ED 013 165 RC 001 672

GOLDBERG, GERTRUDE S.

NEW NONPROFESSIONALS IN THE HUMAN SERVICES--AN OVERVIEW.

AMERICAN PSYCHOLOGICAL ASSN., WASHINGTON, D.C.

PUB DATE 05 MAY 67

EDRS PRICE MF-00.25 HC-01.88 45P.

DESCRIPTORS *ECONOMICALLY DISADVANTAGED, *EMPLOYMENT, *NONPROFESSIONAL PERSONNEL, *SERVICE OCCUPATIONS, *UNEMPLOYED, AMERICAN PSYCHOLOGICAL ASSOCIATION, NAT. ASSN. OF SOCIAL WORKERS, SERVICE EDUCATION.

LARGE SCALE EMPLOYMENT OF THE UNEMPLOYED POOR AS NONPROFESSIONALS IN THE HUMAN SERVICES IS BEING PROPOSED AS A MAJOR DETERENT TO POVERTY. SOME PROPONENTS STATE THAT NOT ONLY WILL LARGE NUMBERS OF POOR PEOPLE BE EMPLOYED, BUT THE QUALITY OF SERVICES WILL BE IMPROVED. CRITICS OF THIS APPROACH ARGUE THAT MANY POOR PERSONS ARE TOO DEBILITATED BY THE EFFECTS OF POVERTY TO ASSUME ROLES THAT WOULD BE MEANINGFUL RATHER THAN MENIAL AND THE QUALITY OF SERVICES WOULD BE DETERIORATED. THE MAJOR ISSUES INVOLVED ARE: (1) THE CAPABILITY OF THE POOR TO ASSUME BOTH JOBS AND CAREERS IN HUMAN SERVICES, (2) TRAINING THE POOR FOR JOBS AND CAREERS, (3) THE RESPONSES OF PROFESSIONAL GROUPS TO THE EMPLOYMENT OF NEW NONPROFESSIONALS, AND (4) ORGANIZATIONAL FACTORS RELATED TO THE IM-

PLEMENTATION OF THE NEW CAREER PROGRAMS. THIS PAPER WAS PRESENTED AT THE CONFERENCE ON THE USE OF NONPROFESSIONALS IN MENTAL HEALTH WORK (WASHINGTON, D.C., MAY 3-5, 1967). (ES)

ED 013 166

RC 001 694

BOROTA, NICHOLAS H.

ATTITUDES, A GUIDANCE UNIT FOR THE LEARNING LABORATORY OF BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL OF MIAMI, FLORIDA.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *ATTITUDES, *SELF CONCEPT, *STUDENT ATTITUDES, *TEACHING GUIDES, ASPIRATION, EMOTIONAL ADJUSTMENT, NEGATIVE ATTITUDES, SECONDARY EDUCATION, SELF EVALUATION, SOCIAL ADJUSTMENT, SOCIAL ATTITUDES, SOCIAL DEVELOPMENT, STUDENT ADJUSTMENT, STUDENT BEHAVIOR, STUDENT IMPROVEMENT, STUDENT REACTION, STUDENT TEACHER RELATIONSHIP, THE LEARNING LABORATORY.

A GUIDANCE UNIT ON ATTITUDES WAS DEVELOPED FOR USE AT THE SECONDARY LEVEL. THE OBJECTIVES WERE TO STUDY COMMON ATTITUDES, POSITIVE OUTLOOKS, PERSONAL IMPROVEMENT, THE RELATIONSHIPS OF PERSONALITY TO VOCATIONAL CHOICE AND JOB SUCCESS, AND EGOCENTRIC AND ALTRUISTIC BEHAVIOR PATTERNS. AN INDIVIDUAL'S LIFE IS SEEN TO BE MOLDED BY HIS OUTLOOK AND ATTITUDE TOWARD HIS EXISTENCE AND THE ACTIVITIES OF OTHERS. PRESENTED ARE DESCRIPTIONS OF CHARACTERISTIC ATTITUDES, FACTORS RELATED TO ATTITUDES, AND ATTITUDE GOALS. EGOCENTRIC ATTITUDES AND ALTRUISTIC ATTITUDES ARE DESCRIBED AS WELL AS CHARACTERISTICS OF ATTITUDES WITHIN A GROUP. ATTITUDE MATURITY IS SEEN AS THE FULL DEVELOPMENT OF A CONSTRUCTIVE ATTITUDE PATTERN. EIGHT FACTORS OF A MATURE ATTITUDE ARE IDENTIFIED. ALSO PRESENTED ARE SUGGESTED ACTIVITIES, FILMSTRIPS AND FILMS, AND THREE ATTITUDE INVENTORIES. (SF)

ED 013 167

RC 001 698

O'HANLON, JAMES

IN-SERVICE EDUCATION IN SMALL SCHOOLS.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *IN-SERVICE PROGRAMS, *IN-SERVICE TEACHER EDUCATION, SURVEYS.

A SURVEY OF THE IN-SERVICE EDUCATION PRACTICES IN 155 SMALL (10 TO 40 TEACHERS) SECONDARY SCHOOLS WAS CONDUCTED IN NEBRASKA DURING THE 1966-67 SCHOOL YEAR. QUESTIONNAIRES WERE SENT TO ALL THE ADMINISTRATORS AND TO A RANDOM SAMPLE (6 PERCENT) OF THE TEACHER POPULATION OF THE SCHOOLS. THESE INSTRUMENTS ASKED FOR DESCRIPTIONS AND EVALUATIONS OF PRESENT PROGRAMS AND OPINIONS CONCERNING THE KINDS OF IN-SERVICE EDUCATION EXPERIENCES NEEDED. TABLES ARE PRESENTED SHOWING (1) THE PERCENTAGE OF TEACHERS AND ADMINISTRATORS CONDUCTING IN-SERVICE EDUCATION ACTIVITIES, (2) THE TYPES OF IN-SERVICE ACTIVITIES, (3) EVALUATION RESULTS OF IN-SERVICE PROGRAMS, AND (4) THE

AREAS OF INSTRUCTION WHERE TEACHERS NEED ASSISTANCE AND WHERE THEY HAVE RECEIVED ASSISTANCE. THE WRITER CONCLUDES THAT MORE IN-SERVICE ACTIVITIES ARE NEEDED WHICH (1) INVOLVE TEACHERS IN THE LEADERSHIP OF ACTIVITIES, (2) ARE RELATED TO TEACHERS' IMMEDIATE DAY-TO-DAY INSTRUCTIONAL CONCERN, (3) ARE EVALUATED IN TERMS OF THEIR EFFECTIVENESS, AND (4) INVOLVE TEACHERS IN THE PLANNING OF THE ACTIVITIES. (ES)

ED 013 168

24

RC 001 709

WALKER, DOLLIE AND OTHERS

SCHOOL DESEGREGATION IN BALTIMORE.

JOHNS HOPKINS UNIV., BALTIMORE, MD.

REPORT NUMBER BR-6-1610

PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$2.16 52P.

DESCRIPTORS *RACIAL INTEGRATION, *RACIAL SEGREGATION, *SCHOOL INTEGRATION, *SUPREME COURT LITIGATION, BOARD OF EDUCATION POLICY, INTEGRATED PUBLIC FACILITIES, INTEGRATION METHODS, SEGREGATED PUBLIC FACILITIES.

GRANT OEG-2-7-061610-0207

THE BALTIMORE CITY SCHOOLS IN 1956 ADOPTED AS SCHOOL POLICY THE SUPREME COURT DECISION ON SEGREGATION. THE PURPOSES OF THIS STUDY WERE (1) TO DESCRIBE WHAT HAS BEEN THE EFFECT OF THESE LEGAL AND ADMINISTRATIVE POLICIES AND (2) THE REASONS FOR FAILURE TO ATTAIN THE IDEALS OF THE LAW AND SCHOOL POLICY. A DESEGREGATED SCHOOL WAS DEFINED AS ONE CONTAINING AT LEAST 10 PERCENT NEGRO PUPILS AND NOT MORE THAN 90 PERCENT WHITE STUDENTS. THE METHODOLOGICAL APPROACHES USED TO ASSESS THE DESEGREGATION PROBLEMS WERE (1) SUMMARY MEASURES, (2) PERCENTAGES, (3) PATTERNS OF CHANGE, AND (4) TO LOOK AT VARIOUS UNITS (SCHOOLS, STUDENTS) AS A FOCAL POINT. BOTH THE BALTIMORE CITY AND COUNTY SCHOOL SYSTEMS HAVE MADE SOME PROGRESS TOWARD DESEGREGATION. MORE PROGRESS HAS BEEN MADE BY PLACING NEGROES IN WHITE SCHOOL ENVIRONMENTS. FEW SCHOOLS ARE LEFT IN BALTIMORE WHICH ARE STILL SEGREGATED WHITE, DUE TO PRIVATE SCHOOL (PREDOMINANTLY WHITE) AND COUNTY LINE EFFECTS ON SEGREGATION. THE FUNDAMENTAL EXPLANATION FOR SEGREGATION OF SCHOOLS IS THE SEGREGATED NEIGHBORHOOD. WHEN NEGROES OR WHITES MOVE OUT OF A DESEGREGATED NEIGHBORHOOD, THEY TEND TO BE REPLACED BY NEGROES. (ES)

ED 013 169

RC 001 717

SOUTHARD, J.K.

A SURVEY OF SCHOOL AGE CHILDREN FROM MIGRANT AGRICULTURAL FAMILIES WITHIN DONA ANA COUNTY, NEW MEXICO. LAS CRUCES SCHOOL DISTRICT, N.MEX.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.50 43P.

DESCRIPTORS *MIGRANT CHILDREN, *MIGRANT EDUCATION, *MIGRANT YOUTH, *MIGRANTS, *SURVEYS, AGRICULTURAL LABORERS, EDUCATIONAL NEEDS, LAS CRUCES SCHOOL DISTRICT NO. 2.

THE PURPOSE OF THIS STUDY WAS TO LOCATE MIGRANT CHILDREN IN DONA ANA COUNTY, NEW MEXICO, IDENTIFY

THEIR NEEDS, CATALOG THEIR MOVEMENTS AND CHARACTERISTICS, AND DEFINE THEIR EDUCATIONAL REQUIREMENTS. A MIGRANT CHILD WAS DEFINED AS A PERSON BETWEEN THE AGES OF 5 AND 17, WHOSE PARENTS OR GUARDIANS EARNED THEIR LIVELIHOOD IN SOME TYPE OF AGRICULTURAL ACTIVITY, BUT DID NOT OWN THE AGRICULTURAL ACTIVITY OR PARTICIPATE IN THE EARNINGS OF THE ACTIVITY. THE MIGRANT CHILDREN WERE IDENTIFIED BY SEARCHING THE SCHOOL RECORDS AND ENROLLMENT CARDS, TELEPHONE CALLS, AND ON SITE INTERVIEWS IN THE THREE SCHOOL DISTRICTS OF DONA ANA COUNTY. ABOUT 150 MIGRANT PARENTS WERE INTERVIEWED TO OBTAIN A SAMPLING OF THEIR CONCERNS FOR THE EDUCATIONAL NEEDS OF THEIR CHILDREN. TABLES ARE INCLUDED WHICH SHOW THE NUMBER OF MIGRANT CHILDREN IN EACH DISTRICT, THE NUMBER OF MIGRANTS EARNING LESS AND MORE THAN \$3,000 PER YEAR, AND AN AGE BREAKDOWN OF MIGRANTS. SEVERAL GOVERNMENT AND PUBLIC AGENCIES ARE OFFERING ASSISTANCE TO MIGRANTS IN THE COUNTY. RECOMMENDATIONS INCLUDED-(1) PRE-SCHOOL PROGRAMS SHOULD BE EXPANDED, (2) ENGLISH AND SPANISH LANGUAGE PROGRAMS SHOULD BE CONTINUED FOR MIGRANTS, (3) A PRACTICAL VOCATIONAL CORE PROGRAM FOR MIGRANTS, (4) COUNSELING SERVICES SHOULD BE MADE AVAILABLE FOR MIGRANT STUDENTS, AND (5) SOME PROVISIONS SHOULD BE MADE FOR MEDICAL, DENTAL AND NUTRITIONAL NEEDS OF MIGRANT YOUNGSTERS. (ES)

ED 013 170

RC 001 720

LYONS, NELLIET.

A LOOK AT ELEMENTARY EDUCATION-JOURNEYS TOWARD COMPREHENSION. REPORT OF THE BRAZILIAN ELEMENTARY EDUCATION PROJECT.

WISCONSIN UNIV., MILWAUKEE, SCH. OF EDUCATION

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.60 38P.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *FOREIGN COUNTRIES, *FOREIGN STUDENTS, *PROFESSIONAL TRAINING, *TEACHER EDUCATION, ADMINISTRATOR ATTITUDES, ADMINISTRATOR RESPONSIBILITY, ADMINISTRATOR ROLE, AGENCY FOR INT. DEV. OF THE U.S., CROSS CULTURAL TRAINING, ENGLISH INSTRUCTION, FIELD INSTRUCTION, FOREIGN RELATIONS, MINISTRY OF EDUC. OF BRAZIL, SOCIOLOGY, SPECIALISTS, TEACHER SHORTAGE, TEACHER WORKSHOPS.

AT THE REQUEST OF THEIR GOVERNMENT TWENTY-FIVE BRAZILIAN EDUCATORS WERE BROUGHT TO THE CAMPUS OF THE UNIVERSITY OF WISCONSIN-MILWAUKEE FOR THE PERIOD OF MAY 1, 1966 TO JANUARY 25, 1967, TO RECEIVE TECHNICAL ASSISTANCE. DURING THE NINE MONTHS, EACH PARTICIPANT WAS EXPECTED TO-(1) MAKE PROGRESS IN LEARNING A SECOND LANGUAGE-(2) GAIN A CONCEPT OF THE AMERICAN SYSTEM OF ELEMENTARY EDUCATION-(3) GROW IN LEADERSHIP ABILITY-(4) GAIN A CONCEPT OF ORGANIZATION THROUGH PARTICIPATION IN CONFERENCES AND ORIENTATION MEETINGS-AND (5) GAIN A SPECIALIZED KNOWLEDGE IN ONE OR MORE AREAS OF ELEMENTARY EDUCATION. THE STUDY PERIOD WAS DIVIDED

INTO FOUR PHASES-(1) ORIENTATION-FOUR WEEKS-(2) ACADEMIC COURSE WORK-EIGHTEEN WEEKS-(3) FIELD EXPERIENCES-NINE WEEKS-(4) CULMINATING ACTIVITIES-FIVE WEEKS. THE ACADEMIC COURSE WORK INCLUDED CLASSES IN EDUCATIONAL ADMINISTRATION, CURRICULUM, INSTRUCTION, TEACHING METHODS, EDUCATIONAL SOCIOLOGY, AND TEACHER EDUCATION. THE FIELD EXPERIENCES WERE PROVIDED WITH CO-OPERATION OF SCHOOL DISTRICTS WHERE THE BRAZILIANS WERE ASSIGNED ACCORDING TO INTERESTS. (SF)

ED 013 171 RC 001 721

BIGELOW, LOIS M.
WIDENING CULTURAL HORIZONS THROUGH THE PERFORMING ARTS.

MERCED COUNTY SCHOOL OFFICE, CALIF.
PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.76 42P.

DESCRIPTORS *CULTURAL ENRICHMENT, *FINE ARTS, *MUSIC ACTIVITIES, BANDS (MUSIC), CONCERTS, CULTURALLY DISADVANTAGED, DANCE, ELEMENTARY SCHOOLS, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL TRIPS, MUSIC, MUSIC EDUCATION, MUSIC TECHNIQUES, NURSERY SCHOOLS, OPERA, PRIVATE SCHOOLS, SECONDARY SCHOOLS.

THE MERCED COUNTY SCHOOLS OFFICE, MERCED COUNTY, CALIFORNIA, BROUGHT TO ITS SCHOOLS A PROGRAM OF PLANNED LIVE PERFORMANCES. A TOTAL OF 127,573 STUDENTS FROM 21 ELEMENTARY SCHOOLS, 6 SECONDARY SCHOOLS, 5 PRE-SCHOOL CENTERS, AND 6 PAROCHIAL SCHOOLS ATTENDED PROGRAMS. THE 25 PERFORMING GROUPS INCLUDED BALLET DANCERS, CHOIRS, BANDS, ORCHESTRAS, AN AMERICAN INDIAN DANCE GROUP, DRAMA GROUPS, JAZZ AND DANCE ENSEMBLES, AND SOLOS. THE PROJECT EVALUATION, CONDUCTED BY A PROFESSIONAL EVALUATION TEAM FROM SAN FRANCISCO STATE COLLEGE, CONCLUDED THAT THE PROJECT (1) WAS EDUCATIONALLY SOUND, (2) WELL COORDINATED, (3) PROVIDED A BALANCE OF DIFFERENT TYPES OF PERFORMING GROUPS, AND (4) PROVIDED FOR GOOD PERFORMER-LISTENER RAPPORT. (SF)

ED 013 172 RC 001 764

MELVILLE, ROBERT HAAS, JOHN
EDUCATIONAL ACHIEVEMENT AND THE NAVAJO.

PUB DATE 08 SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *NAVAHO, *SECONDARY SCHOOLS, *STUDENTS, *TESTING, ACHIEVEMENT, AMERICAN CULTURE, ANXIETY, BUREAU OF INDIAN AFFAIRS, CONCEPT FORMATION, DORMITORIES, INSTRUCTIONAL PROGRAM DIVISIONS, INTELLIGENCE, INTERACTION, INTERVIEWS, MOTIVATION, NAVAHO BORDERTOWN DORMITORY PROGRAM, PEER GROUPS, READING ABILITY, SELF CONCEPT, STANDARDIZED TESTS, UTAH, VERBAL DEVELOPMENT.

A STUDY WAS DEVISED TO APPRAISE THE ACADEMIC ACHIEVEMENT OF NAVAJO STUDENTS LIVING IN DORMITORIES AWAY FROM THE INDIAN RESERVATION. THE FOLLOWING SEVEN FACTORS WERE CHOSEN TO BE INVESTIGATED AS BEING DIRECTLY RELATED TO ACHIEVEMENT-(1) INTELLIGENCE, (2) READING ABILITY, (3) ANXIETY, (4) SELF-CONCEPT, (5) MO-

TIVATION, (6) VERBAL DEVELOPMENT, (7) INTERACTION WITH THE AMERICAN CULTURE. INTERVIEWS WERE USED TO TEST THE INTERACTION WITH AMERICAN CULTURE, AND STANDARDIZED TESTS WERE ADMINISTERED IN TESTING THE OTHER FACTORS. SUBJECTS IN THE STUDY INCLUDED 97 NAVAJO STUDENTS AND 848 NON-NAVAJO STUDENTS IN INSTRUCTIONAL PROGRAM DIVISIONS SEVEN THROUGH TWELVE IN FOUR SECONDARY SCHOOLS. NAVAJO STUDENTS SCORED SIGNIFICANTLY LOWER THAN NON-NAVAJO STUDENTS ON MEASURES OF INTELLIGENCE, SELF-CONCEPT, AND MOTIVATION, BUT SIGNIFICANTLY HIGHER ON THE ANXIETY SCALE. RESULTS OF TESTING IN VERBAL DEVELOPMENT INDICATED THAT NAVAJO STUDENTS ARE OPERATING AT A LOWER LEVEL OF CONCEPT FORMATION THAN THEIR NON-NAVAJO PEERS. INTERVIEWS WITH NAVAJO STUDENTS TO DETERMINE INTERACTION WITH THE DOMINANT CULTURE INDICATED THAT THIS FACTOR ALSO INFLUENCES THE ACHIEVEMENT OF NAVAJO STUDENTS. IT WAS CONCLUDED, HOWEVER, THAT READING ABILITY IS THE FACTOR THAT EXERTS THE MOST INFLUENCE OVER THE ACADEMIC ACHIEVEMENT OF NAVAJO STUDENTS. (JS)

ED 013 173 RE 000 213

MAZURKIEWICZ, ALBERT J.

THE INITIAL TEACHING ALPHABET IN READING INSTRUCTION, EVALUATION-DEMONSTRATION PROJECT ON THE USE OF I.T.A. COMPREHENSIVE FINAL REPORT.

LEHIGH UNIV., BETHLEHEM, PA.

PUB DATE FEB 67

EDRS PRICE MF-\$0.50 HC-\$3.32 81P.

DESCRIPTORS *INITIAL TEACHING ALPHABET, *METHODS RESEARCH, *PRIMARY GRADES, *READING RESEARCH, BASIC READING, BETHLEHEM, INSERVICE TEACHER EDUCATION, ORTHOGRAPHIC SYMBOLS, PENNSYLVANIA, READING ACHIEVEMENT, READING INSTRUCTION, READING MATERIALS, READING SKILLS, SPELLING, WRITING SKILLS.

A 3-YEAR STUDY OF THE EFFECTS OF BEGINNING READING INSTRUCTION WITH THE INITIAL TEACHING ALPHABET (ITA) AND WITH TRADITIONAL ORTHOGRAPHY (TO) ON PUPILS' READING ACHIEVEMENT IN BETHLEHEM, PENNSYLVANIA, IS REPORTED. THE SCORES OF KINDERGARTEN PUPILS ON THE LEE-CLARK READING READINESS TEST WERE USED TO INSURE THE HETEROGENEITY OF THE TREATMENT GROUPS. IN SEPTEMBER 1963 THE ITA GROUP INCLUDED 455 SUBJECTS IN 15 FIRST-GRADE CLASSROOMS. BY SEPTEMBER 1965 OVER 1400 FIRST GRADERS USED ITA FOR INITIAL READING AND WRITING INSTRUCTION. SUBSAMPLES OF THE ITA GROUP WERE MATCHED WITH THE TO CONTROL GROUP. THE FOLLOWING TESTS WERE ADMINISTERED DURING THE 3-YEAR PERIOD-THE CALIFORNIA TEST OF MENTAL MATURITY, THE CALIFORNIA TEST OF PERSONALITY, THE BOTEL WORD RECOGNITION INVENTORY, THE STANFORD ACHIEVEMENT TEST, THE PINTNER-CUNNINGHAM PRIMARY TEST, AND THE DURRELL-MURPHY DIAGNOSTIC READING READINESS TEST. MEAN SCORES, STANDARD DEVIATIONS, AND T TESTS WERE USED TO ANALYZE THE DATA. THE ITA METHOD WAS ADVANTAGEOUS TO STUDENTS WHO HAD LANGUAGE AND EXPERIENTIAL DIFFICULTIES. THE DIFFERENCE IN VOCABULARY SKILL BETWEEN GROUPS AT THE END OF SECOND GRADE

FAVORED THE ITA GROUP. THE ITA GROUP ACHIEVED SUPERIOR READING SKILL AT AN EARLIER TIME, READ MORE WIDELY, AND WROTE MORE PROLIFICALLY WITH GREATER PROFICIENCY. ADDITIONAL RESULTS, CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS AND AN ADDENDUM OF OBSERVATIONS AND SUBJECTIVE REACTIONS AT THE END OF THE FIRST YEAR ARE INCLUDED. (BK)

ED 013 174 RE 000 244

DIETRICH, DOROTHY M.

THE FUNCTIONING OF A READING COMMITTEE.

PUB DATE 04 MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *ADMINISTRATOR GUIDES, *ADVISORY COMMITTEES, *PROGRAM PLANNING, *READING CONSULTANTS, *READING PROGRAM, ADMINISTRATOR ROLE, PROBLEMS.

THE READING COMMITTEE SHOULD GUIDE THE TOTAL READING PROGRAM. THE READING CONSULTANT FUNCTIONS WITHIN THE FRAMEWORK ESTABLISHED BY THE READING COMMITTEE. THE COMMITTEE SHOULD PROVIDE THE CONSULTANT WITH THE FOLLOWING INFORMATION ABOUT THE STATUS OF READING IN THE DISTRICT-DISTRICT TEST RESULTS, TEACHERS' BACKGROUNDS, INDIVIDUAL STUDENT RECORDS, BOOK INVENTORIES, AND CURRENT READING PRACTICES. ON THE BASIS OF THIS DATA, THE STATUS OF THE READING PROGRAM CAN BE DETERMINED, AND NEEDED CHANGES CAN BE INITIATED. THE SUCCESS OF THE READING COMMITTEE DEPENDS UPON THE CO-OPERATION OF EVERYONE INVOLVED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (BK)

ED 013 175 RE 000 245

EARLY, MARGARET J.

RESEARCH AND THE CLASSROOM TEACHER.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *CLASSROOM TECHNIQUES, *READING RESEARCH, *RESEARCH METHODOLOGY, CLASSROOM RESEARCH, RESEARCH PROBLEMS, RESEARCH PROJECTS, SYRACUSE UNIVERSITY.

THE DIFFICULTIES ENCOUNTERED BY THE CLASSROOM TEACHER WHEN HE TURNS TO RESEARCH FOR PRACTICAL SOLUTIONS TO THE SPECIFIC PROBLEMS OF TEACHING READING ARE DISCUSSED. IT IS ACKNOWLEDGED THAT RESEARCH SELDOM CREATES IDEAS FOR THE CLASSROOM. INSTEAD, GOOD TEACHING GENERATES IDEAS FOR RESEARCH. NEVERTHELESS, READING TEACHERS SHOULD NOT IGNORE RESEARCH. EVEN LIMITED STUDIES INDICATE THAT THERE IS MUCH TO LEARN, THAT FEW ANSWERS ARE FINAL, AND THAT THERE IS NO ONE METHOD TO TEACH READING. CONTROLLED RESEARCH PRESERVES THE ATTITUDE OF SCIENTIFIC INQUIRY. NON-STATISTICAL ANALYSES OF THE READING PROCESS ARE IMPORTANT SOURCES OF ENLIGHTENMENT. INTROSPECTIVE ACCOUNTS SUCH AS THOSE USED BY STRANG, PIEKARCZ, MCKILLIP, SQUIRE, AND OTHERS OFFER INSIGHTS INTO TEACHING AND ARE MORE VALUABLE THAN THE OVERSIMPLIFIED, STATISTICALLY NEAT DESIGN. (RH)

ED 013 176 24 RE 000 251

FRY, EDWARD
COMPARISONS OF THREE METHODS OF
READING INSTRUCTION.
RUTGERS, THE STATE UNIV., NEW BRUN-
SWICK, N.J.

REPORT NUMBER CRP-3050
PUB DATE DEC 66
EDRS PRICE MF-\$0.50 HC-\$4.35 107P.

DESCRIPTORS *BASIC READING,
*GRADE 1, *GRADE 2, *INITIAL TEACHING
ALPHABET, *READING RESEARCH, DI-
ACRITICAL MARKING, ORAL READING,
ORTHOGRAPHIC SYMBOLS, READING
ACHIEVEMENT, READING INSTRUCTION,
READING MATERIALS, RUTGERS THE
STATE UNIVERSITY, SILENT READING,
CONTRACT OEC-6-10-022

THE RESULTS OF THE CONTINUATION
OF USOE PROJECT 2745 WHICH EVALUAT-
ED THE READING ACHIEVEMENT OF STU-
DENTS TAUGHT BY THE INITIAL TEACH-
ING ALPHABET (ITA), THE DIACRITICAL
MARKING SYSTEM (DMS), AND A TYPICAL
BASAL READING SERIES (TO) ARE REPOR-
TED. A NEW SET OF DMS MATERIALS
WAS DEVELOPED AND USED IN SEVEN
FIRST GRADES. THE READING ACHIEV-
EMENT OF THESE PUPILS WAS COMPARED
WITH THAT OF PUPILS DURING THE PRE-
VIOUS YEAR. TWENTY-ONE CLASSES OF
SECOND GRADERS PARTICIPATED IN THE
140-DAY EXPERIMENT. READINESS
TESTS, INTELLIGENCE TESTS, AND ORAL
AND SILENT READING ACHIEVEMENT
TESTS WERE ADMINISTERED. ANALYSIS
OF COVARIANCE, ANALYSIS OF VARI-
ANCE, CORRELATION, AND CHI SQUARE
WERE USED TO ANALYZE THE DATA. NO
METHOD WAS SUPERIOR FOR BRIGHT OR
DULL STUDENTS OR FOR BOYS OR GIRLS.
THE COMPETENCE OF THE TEACHER WAS
IMPORTANT, ESPECIALLY IN THE FIRST
GRADE. INTELLIGENCE TEST SCORES
WERE BETTER PREDICTORS OF READING
SUCCESS THAN WERE READINESS TEST
SCORES. THERE WAS NO CORRELATION
BETWEEN READING ACHIEVEMENT AND
CLASS SIZE. ADDITIONAL RESULTS, CON-
CLUSIONS, TABLES, AN APPENDIX, AND
REFERENCES ARE INCLUDED. (BK)

ED 013 177 RE 000 273

ORR, DAVID B.
RETENTION IN EDUCABLE MENTALLY RE-
TARDED CHILDREN OF MATERIAL PRE-
SENTED BY SIMULTANEOUS READING AND
LISTENING.

AMERICAN INST. FOR RESEARCH IN BE-
HAVIORAL SCIENCES

PUB DATE 04 MAY 67
EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *EDUCABLE MENTALLY
HANDICAPPED, *MULTISENSORY
LEARNING, *READING ACHIEVEMENT,
AURAL LEARNING, MARYLAND, MONTGO-
MERY COUNTY, READING COMPREHENS-
ION, READING SKILLS, RETARDED READ-
ERS, RETENTION, VISUAL LEARNING.

THE EFFECT OF USING SIMULTANEOUS
BIMODAL INPUTS ON THE COMPREHEN-
SION OF CONNECTED DISCOURSE FOR IM-
PROVING THE READING AND LISTENING
SKILLS OF EDUCATIONALLY MENTALLY
RETARDED CHILDREN WAS STUDIED.
SUBJECTS WERE STUDENTS BETWEEN
THE AGES OF 12 YEARS, 11 MONTHS AND 17
YEARS, 11 MONTHS WHOSE MEASURED
INTELLIGENCE WAS BETWEEN 54 AND 86.
THE STUDENTS WERE FROM A PUBLIC
SPECIAL EDUCATION SCHOOL AND READ
AT THE SECOND GRADE LEVEL. THERE
WERE FOUR TREATMENT GROUPS—MA-
CHINE-AUDIO-VISUAL (MAV), TEACHER-
AUDIO-VISUAL (TAV), MACHINE AUDIO

(MAUD), AND A CONTROL GROUP. EXPERI-
MENTAL MATERIALS WERE THREE 600-
700 WORD PASSAGES RATED AT THE
THIRD, FIFTH, AND NINTH GRADE LEV-
ELS. A 20-ITEM MULTIPLE CHOICE TEST
WAS DEVELOPED FOR EACH PASSAGE.
TESTS WERE ADMINISTERED IMMEDI-
ATELY AFTER READING A SELECTION,
AFTER ONE MONTH, AND AFTER TWO
MONTHS. A RELEARN INDEX WAS PRO-
VIDED. MEAN SCORES, STANDARD DEVIAT-
IONS, AND ANALYSIS OF VARIANCE
WERE USED TO ANALYZE THE DATA. SIG-
NIFICANT RETENTION WAS OBVIOUS
AFTER ONE MONTH. HOWEVER, SIGNI-
FICANT LOSSES WERE LATER DETECTED
BY COMPARISON WITH INITIAL SCORES.
INITIAL DIFFERENCES IN THE DIREC-
TION OF MAV GREATER THAN TAV
GREATER THAN MAUD DID NOT HOLD UP
ACROSS THE RETENTION INTERVAL.
FURTHER RESULTS, CONCLUSIONS, AND
REFERENCES ARE INCLUDED. THIS
PAPER WAS PRESENTED AT THE INTER-
NATIONAL READING ASSOCIATION CON-
FERENCE (SEATTLE, MAY 4-6, 1967). (BK)

ED 013 178 RE 000 277

RAUCH, SIDNEY J.
READING IN THE TOTAL SCHOOL CURRIC-
ULUM.

PUB DATE MAY 67
EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *INSERVICE TEACHER
EDUCATION, *READING IMPROVEMENT,
*READING INSTRUCTION, *STUDY
SKILLS, *TEACHER PARTICIPATION,
HOFSTRA UNIVERSITY, TEACHER MO-
TIVATION, TEACHER RESPONSIBILITY.

SOME WAYS TO INCORPORATE THE
TOTAL SCHOOL FACULTY INTO A PRO-
GRAM DEDICATED TO THE IMPROVE-
MENT OF READING ARE DISCUSSED. FOR
TOTAL FACULTY INVOLVEMENT, THE
FOLLOWING ARE ESSENTIAL—(1) GENU-
INE INTEREST IN AND SUPPORT OF A
SCHOOLWIDE READING PROGRAM BY
THE ADMINISTRATION AND SUPERVISO-
RY STAFF, (2) INVOLVEMENT WITH THE
CLASSROOM TEACHERS SO THAT THEY
RECOGNIZE THEIR IMPORTANCE TO THE
PROGRAM AND SO THAT THEIR IMMEDI-
ATE AND SPECIFIC PROBLEMS ARE
GIVEN ATTENTION, AND (3) REALISTIC
AND EFFECTIVE INSERVICE EDUCATION.
THE STUDY SKILLS ARE CATEGORIZED,
AND FIVE PRINCIPLES FOR TEACHING
THEM ARE GIVEN. A GUIDE TO READING
SKILLS IN THE SUBJECT AREAS IS GIVEN
IN CHART FORM. REFERENCES ARE IN-
CLUDED. THIS PAPER WAS PRESENTED AT
THE INTERNATIONAL READING ASSOCIA-
TION CONFERENCE (SEATTLE, MAY 4-6,
1967). (RH)

ED 013 179 RE 000 285

RODGERS, MARY COLUMBO
STATE SUPERVISION OF ENGLISH AND
READING INSTRUCTION, PROCEEDINGS OF
THE COLLEGE PARK CONFERENCE OF
STATE SUPERVISORS OF ENGLISH AND
READING (UNIVERSITY OF MARYLAND,
MARCH 7-11, 1966).

NATIONAL COUNCIL OF TEACHERS OF
ENGLISH

PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$3.72 91P.

DESCRIPTORS *READING INSTRUCTION,
*STATE PROGRAMS, *STATE SUPER-
VISORS, CURRICULUM EVALUATION, CUR-
RICULUM PLANNING, DISADVANTAGED
YOUTH, EDUCATIONAL RESEARCH, EL-
EMENTARY GRADES, INSERVICE TEACH-

ER EDUCATION, LANGUAGE ARTS, ORAL
ENGLISH, POETRY, PRESERVICE EDUCAT-
ION, READING DIFFICULTY, SECONDARY
EDUCATION.

THE MAJOR ADDRESSES AND PROFES-
SIONAL RECOMMENDATIONS DEVELOP-
ED BY THE FIVE DISCUSSION GROUPS
AT THE CONFERENCE OF STATE SUPER-
VISORS OF ENGLISH AND READING ARE
PRESENTED. THE DISCUSSION GROUP TO-
PICS WERE PRESERVICE AND INSERVICE
EDUCATION, CURRICULUM INNOVATION,
"INNOVATIONS AND THE SUPERVISOR," A
REPORT ON RECENT RESEARCH IN
LANGUAGE LEARNING BY ELDONNA L.
EVERTTS, THE DISADVANTAGED, AND RE-
SEARCH IN ENGLISH AND READING. THE
FOUR ADDRESSES WERE "A SURVEY OF
READING RETARDATION," BY LEON
EISENBERG, PROFESSOR OF PSYCHOLO-
GY AT JOHNS HOPKINS UNIVERSITY,
"THE PREPARATION OF LANGUAGE ARTS
TEACHERS," BY OLIVE S. NILES, DIREC-
TOR OF READING, SPRINGFIELD, MASSA-
CHUSETTS PUBLIC SCHOOLS, "CHILDREN
AND POETRY," BY NANCY LARRICK, AND
"FACTORS RELATED TO SYMBOLIZATI-
ON" BY DR. WALTER B. WAETJEN, ASSIS-
TANT TO THE PRESIDENT FOR ADMIN-
ISTRATIVE AFFAIRS, UNIVERSITY OF
MARYLAND. IN AN EPILOGUE, DR. RO-
BERT F. KINDER, READING CONSULTANT
FOR THE STATE DEPARTMENT OF EDUCA-
TION, CONNECTICUT, PRESENTS THE
GOALS OF THE ASSOCIATION OF STATE
ENGLISH AND READING SPECIALISTS IN
FOUR MAJOR AREAS—THE PROMOTION OF
SOUND PROGRAMS OF INSTRUCTION
THROUGHOUT THE UNITED STATES, CO-
OPERATION WITH THE U. S. OFFICE OF
EDUCATION, TEACHERS' ORGANIZA-
TIONS, AND PROJECTS DESIGNED TO DE-
VELOP STUDENTS' THINKING AND
LANGUAGE SKILLS. REFERENCES AC-
COMPANY EACH ADDRESS. (RH)

ED 013 180 RE 000 288

SAILER, CARL
DEVELOPING CRITICAL READING POWER
THROUGH NEWSPAPER READING.

PUB DATE MAY 67
EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *CRITICAL READING,
*SECONDARY SCHOOLS, JERSEY CITY
STATE COLLEGE, READING INSTRUCT-
ION, READING SKILLS, TEACHING METH-
ODS.

A METHOD OF DEVELOPING CRITICAL
READING POWER BY ANALYZING ADVER-
TISEMENTS, CARTOONS, EDITORIALS,
AND CONTROVERSIAL ISSUES FOUND IN
NEWSPAPERS IS DESCRIBED. SPECIFIC
EXAMPLES OF TEACHING PROCEDURES
ARE GIVEN. IT IS SUGGESTED THAT A
WIDE RANGE OF NEWSPAPERS BE USED
SO THAT THE DIFFERENT VIEWPOINTS
EXPRESSED IN COLUMNS, EDITORIALS,
AND POLITICAL NEWS AND THE UNWAR-
RANTED EDITORIALIZING IN STRAIGHT
NEWS STORIES CAN BE DETECTED. CRIT-
ICAL READING IS CONSIDERED A THREE-
LEVEL PROCESS—COMPREHENSION, IN-
TERPRETATION, AND EVALUATION. IT IS
POINTED OUT THAT NOT ALL NEWSPA-
PER ARTICLES ARE SUITABLE FOR DE-
VELOPING CRITICAL READING POWER
AND THAT THE NEWSPAPER IS NOT GOOD
MATERIAL FOR REMEDIAL READING.
(RH)

ED 013 181 RE 000 292

SARTAIN, HARRY W.
INDIVIDUALIZED READING—CONCLUSIONS

BASED ON RESEARCH REPORTS.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *GROUPING (INSTRUCTIONAL PURPOSES), *INDIVIDUAL PROGRAMS, *INDIVIDUAL READING, *PRIMARY GRADES, *RESEARCH REVIEWS (PUBLICATIONS), RESEARCH METHODOLOGY, STUDENT ABILITY, TEACHER ATTITUDES, TEACHER QUALIFICATIONS.

CONCLUSIONS ABOUT INDIVIDUALIZED READING BASED ON INFORMAL AND CONTROLLED STUDIES ARE PRESENTED. RESEARCH INDICATES THAT THERE ARE NO HOMOGENEOUS CLASSES, ALTHOUGH VARIOUS GROUPING PLANS HAVE ATTEMPTED TO NARROW THE RANGE OF INDIVIDUAL DIFFERENCES. INFORMAL STUDIES BY SOME TEACHERS WHO HAVE TRIED INDIVIDUALIZED READING IN THEIR CLASSROOMS REFLECT ENTHUSIASM FOR THE METHOD. THREE CONTROLLED STUDIES SHOW THAT THERE IS NO JUSTIFICATION FOR URGING ALL FIRST-GRADE TEACHERS TO ADOPT THE METHOD. RELATED STUDIES NOT INVOLVING FIRST-GRADE CHILDREN INVESTIGATED THE EFFECT OF AN INDIVIDUALIZED PROGRAM ON THE CULTURALLY DEPRIVED AND THE HIGHLY ANXIOUS CHILD. IN SOME CASES, TEACHER KNOWLEDGE DOES NOT JUSTIFY AN INDIVIDUALIZED APPROACH. RECOMMENDATIONS ARE AS FOLLOWS--(1) CHILDREN PROFIT IF INFORMAL INSTRUCTION SUCH AS STORIES WHICH THE CHILDREN HAVE DICTATED ARE USED. (2) FORMAL READING INSTRUCTION SHOULD INCLUDE A VARIETY OF APPROACHES. (3) THERE SHOULD BE AN EXTENSIVE CLASSROOM LIBRARY. (4) THE TEACHER SHOULD OFTEN REFER TO LISTS OF BASIC SKILLS NEEDED BY CHILDREN. (5) EVALUATION SHOULD BE CONTINUOUS. (6) A TEACHER WHO FEELS INCOMPETENT USING THIS APPROACH SHOULD FOLLOW OTHER PRACTICES. A 63-ITEM BIBLIOGRAPHY IS INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (BK)

ED 013 182

RE 000 294

SCHICK, GEORGE B.
IMPROVING THE LITERATURE PROGRAM-POETRY.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *COLLEGE INSTRUCTION, *LITERATURE APPRECIATION, *POETRY, *READING COMPREHENSION, *TEACHING TECHNIQUES, COLLEGE PROGRAMS, LITERATURE GUIDES, PURDUE UNIVERSITY.

METHODS OF DEVELOPING AN APPRECIATION FOR POETRY IN COLLEGE READERS WHILE INCREASING THEIR READING COMPREHENSION ARE DESCRIBED. A DISCUSSION OF YOUNG PEOPLE'S FEAR OF POETRY IS INCLUDED. THE FOLLOWING TOPICS ARE SUGGESTED FOR POETRY ANALYSIS--TYPES OF STRUCTURE, PATTERNS, THOUGHT OR FEELING, HISTORICAL SIGNIFICANCE, LANGUAGE EXPRESSION, SYNTAX, AND TYPES OF DEVICES. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (RH)

ED 013 183

RE 000 301

INTERDISCIPLINARY MULTI-FACET READING PROGRAM. INTERIM GRANT PERIOD REPORT.

SOUTH-WESTERN CITY SCHOOL DIST.,

GROVE CITY, OHIO

PUB DATE 15 JAN 67

EDRS PRICE MF-\$0.50 HC-\$2.52 61P.

DESCRIPTORS *DEMONSTRATION PROJECTS, *ELEMENTARY SCHOOLS, *FEDERAL PROGRAMS, *READING INSTRUCTION, *READING PROGRAMS, CLASSROOM TECHNIQUES, GROVE CITY, OHIO, READING ACHIEVEMENT, SPECIAL SERVICES, GRANT OEG-3-7-002060-0118

AN INTERIM REPORT OF THE PROGRESS OF THE INTERDISCIPLINARY MULTI-FACET READING PROGRAM IN GROVE CITY, OHIO, IS PRESENTED. THE EVALUATIVE PROCEDURES AND TENTATIVE CONCLUSIONS ARE DISCUSSED. SOME OF THE PURPOSES OF THE PROJECT ARE TO DEVELOP DISCRIMINATING READERS, TO PROVIDE A GREATER QUANTITY AND VARIETY OF MATERIALS FOR PUPILS IN ELEMENTARY SCHOOLS, TO INCREASE SPECIAL SERVICES, AND TO DEVELOP EFFECTIVE HOME-SCHOOL-COMMUNITY RELATIONS. OBJECTIVE AND SUBJECTIVE EVALUATION TECHNIQUES ARE DESCRIBED. NINETEEN APPENDICES WHICH REPORT ADDITIONAL DATA ON STANDARDIZED TESTING, SPECIAL READING SERVICES, COUNSELING AND GUIDANCE SERVICES, TEAM TEACHING, THE COST OF PROJECT EVALUATION, AND SO FORTH, ARE INCLUDED. (BK)

ED 013 184

RE 000 303

MAY, MARGUERITE AND OTHERS
COURSE OUTLINES FOR BASIC READING, READING IMPROVEMENT, AND POWER READING--JUNIOR AND SENIOR HIGH SCHOOLS.

LOS ANGELES CITY SCHOOLS, CALIF.

REPORT NUMBER LACS-PUB-X-8

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$2.04 49P.

DESCRIPTORS *COURSE ORGANIZATION, *READING IMPROVEMENT, *READING INSTRUCTION, *READING PROGRAMS, *SECONDARY SCHOOLS, BASIC READING, JUNIOR HIGH SCHOOLS, LOS ANGELES CITY SCHOOLS, READING MATERIALS, STANDARDIZED TESTS.

COURSE OUTLINES FOR BASIC READING, READING IMPROVEMENT, AND POWER READING FOR BOTH JUNIOR AND SENIOR HIGH SCHOOLS ARE PRESENTED. INCLUDED IN EACH OUTLINE IS A COURSE DESCRIPTION, AN INTRODUCTION, A DESCRIPTION OF THE PUPIL, COURSE OBJECTIVES, AND A LIST OF THE FUNDAMENTAL READING SKILLS. EACH OUTLINE PROVIDES THE FRAMEWORK FOR PLANNING THE SEMESTER COURSE. VARIOUS BEGINNING AND FOLLOWUP PROCEDURES ARE DESCRIBED. A SELECTED BIBLIOGRAPHY FOR THE READING TEACHER, SOURCES OF ANNOTATED BIBLIOGRAPHIES FOR USE IN GUIDING PUPIL READING, LISTS OF AUTHORIZED TEXTBOOKS FOR READING CLASSES, AUTHORIZED STANDARDIZED READING TESTS, AND EVALUATION SHEETS FOR COMMENTS ON THIS EXPERIMENTAL EDITION OF THE COURSE OUTLINES ARE INCLUDED. (RH)

ED 013 185

RE 000 321

SUMMERS, EDWARD G.

INTERNATIONAL READING ASSOCIATION CONFERENCE PROCEEDINGS REPORTS ON SECONDARY READING.

INDIANA UNIV., BLOOMINGTON, ERIC CH. ON READING

REPORT NUMBER ERIC-CRIER-VOL-1-BI-

BLOGR-3

PUB DATE SEP 67

EDRS PRICE MF-\$2.25 HC-\$24.56 612P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *JUNIOR HIGH SCHOOLS, *READING, *SENIOR HIGH SCHOOLS, BILINGUALISM, CONTENT READING, DISADVANTAGED GROUPS, GROUPING (INSTRUCTIONAL PURPOSES), INDIANA UNIVERSITY SCHOOL OF EDUCATION, LIBRARIES, LINGUISTICS, READING DIFFICULTY, READING INTERESTS, READING MATERIALS, READING PROGRAMS, READING SKILLS.

THE IMPORTANT PAPERS ON JUNIOR AND SENIOR HIGH SCHOOL READING, PUBLISHED IN THE YEARLY CONFERENCE PROCEEDINGS OF THE ASSOCIATION SINCE 1960 ARE LISTED, AND THE COMPLETE TEXT OF EACH PAPER IS PROVIDED. THE PAPERS ARE PRESENTED WITHIN THE FOLLOWING CATEGORIES--(1) READING PROGRAMS, (2) READING PERSONNEL, (3) METHODS AND GROUPING, (4) DEVELOPING READING SKILLS, (5) MATERIALS, (6) READING AND CONTENT AREAS, (7) DEVELOPING INTERESTS AND TASTES, (8) LINGUISTICS AND THE TEACHING OF READING, (9) THE LIBRARY AND THE READING PROGRAM, (10) READING AND THE BILINGUAL STUDENT, (11) READING AND THE DISADVANTAGED, AND (12) THE DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES. THIS BIBLIOGRAPHY SHOULD BE USEFUL TO PRACTITIONERS AND RESEARCHERS INTERESTED IN SECONDARY READING. AN AUTHOR INDEX IS INCLUDED. (BK)

ED 013 186

RE 000 345

FLANIGAN, MICHAEL C.

SEMANTICS AND CRITICAL READING.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

PUB DATE SEP 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CRITICAL READING, *READING INSTRUCTION, *SECONDARY EDUCATION, *SEMANTICS, JUNIOR HIGH SCHOOLS, READING SKILLS, TEACHING PROCEDURES.

PROFICIENCY IN CRITICAL READING CAN BE ACCELERATED BY MAKING STUDENTS AWARE OF VARIOUS SEMANTIC DEVICES THAT HELP CLARIFY MEANINGS AND PURPOSES. EXCERPTS FROM THE ARTICLE "TEEN-AGE CORRUPTION" FROM THE NINTH-GRADE SEMANTICS UNIT WRITTEN BY THE PROJECT ENGLISH DEMONSTRATION CENTER AT EUCLID, OHIO, ARE USED TO ILLUSTRATE HOW SEMANTICS RELATE TO CRITICAL READING. IF TEACHERS OF ENGLISH CONSIDER THE IMPROVEMENT OF STUDENT READING SKILLS AS ONE OF THEIR GOALS, SEMANTIC TECHNIQUES SUCH AS THE FOLLOWING NEED TO BE DEVELOPED-- (1) UNDERSTANDING THE AFFECTIVE AND INFORMATIVE CONNOTATION OF WORDS, (2) DISTINGUISHING BETWEEN FACTUAL REPORTS AND OPINIONS, (3) DETERMINING REFERENTS FOR ABSTRACT SYMBOLS, (4) RECOGNIZING LOGICAL FALLACIES AND GENERALIZATIONS, AND (5) DISCOVERING THE AUTHOR'S PURPOSE. SEMANTIC ANALYSIS HELPS THE READER TO ARRIVE AT THE AUTHOR'S EXPRESSIONS OF FEELING AND MEANING, CLARIFIES THE READER'S THINKING, AND CONTRIBUTES TO GENERAL READING PROFICIENCY. THIS ARTICLE APPEARED IN "ENGLISH JOURNAL," VOLUME 55, SEPTEMBER 1966. (NS)

ED 013 187

RE 000 346

BERKEY, SALLY C.

A SUCCESSFUL HIGH SCHOOL DEVELOPMENTAL READING PROGRAM.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *READING IMPROVEMENT, *READING INSTRUCTION, *READING PROGRAMS, READING MATERIALS, READING SKILLS.

A READING AND STUDY SKILLS PROGRAM INITIATED IN SEPTEMBER, 1969, IN THE CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT IN SOUTHWEST LOS ANGELES IS DESCRIBED. THE DISTRICT IS COMPOSED OF FOUR HIGH SCHOOLS WITH A TOTAL ENROLLMENT OF APPROXIMATELY 6,000 STUDENTS. PARTICIPATION IN THE PROGRAM IS REQUIRED AND IS CONCENTRATED IN THE FRESHMAN ENGLISH CLASSES. THE PROGRAM BEGINS WITH A PERIOD OF MOTIVATION AND ORIENTATION WHICH INCLUDES A PHYSICAL CHECKUP BY THE SCHOOL NURSE. IT CONTINUES WITH AN 8-WEEK PROGRAM OF CONCENTRATED SKILL BUILDING IN THE READING LABORATORY AND CONCLUDES WITH A FOLLOWUP PHASE IN WHICH STUDENTS CONTINUE TO USE AND DEVELOP THEIR SKILLS. FOR THE UPPER GRADES, EACH SCHOOL HAS ITS OWN PROGRAM WHICH REINFORCES THE FRESHMAN COURSE AND MEETS SPECIFIC STUDENT NEEDS. SIX SPECIALISTS WERE HIRED TO ADMINISTER THE PROGRAM—FOUR READING LABORATORY TEACHERS AND TWO READING COORDINATORS WHO ARE RESPONSIBLE FOR SETTING UP THE READING PROGRAM, DEVELOPING THE COURSE OF STUDY, SELECTING AND ORDERING THE MATERIALS AND EQUIPMENT, SETTING UP THE LABORATORIES, AND TRAINING NEW TEACHERS. THE PHYSICAL EQUIPMENT AND MATERIALS USED IN THE READING LABORATORIES ARE DESCRIBED. THE NELSON SILENT READING TEST WAS USED IN A TEST-RETEST DESIGN TO MEASURE PROGRESS, AND STUDENTS SHOWED APPRECIABLE IMPROVEMENT IN READING AND SELF-CONFIDENCE. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, APRIL 1967. (RH)

ED 013 188

RE 000 347

SIMONINI, R.C., JR.

WORD-MAKING IN PRESENT-DAY ENGLISH. NATIONAL COUNCIL OF TEACHERS OF ENGLISH

PUB DATE SEP 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH, *LANGUAGE DEVELOPMENT, *LINGUISTICS, ETYMOLOGY, MORPHOLOGY (LANGUAGE), PHONOLOGY, SEMANTICS, STRUCTURAL ANALYSIS.

WORDS CAN BE STUDIED BY DESCRIBING THEIR ORIGIN INDUCTIVELY OR DEDUCTIVELY. EITHER WAY, A PRECISE DEFINITION OF ETYMOLOGICAL CLASSES WHICH ARE MUTUALLY EXCLUSIVE IS NEEDED. PRESENT-DAY ENGLISH IS CLASSIFIED INTO—(1) NATIVE WORDS WHICH CAN BE TRACED BACK TO THE WORD STOCK OF OLD ENGLISH, (2) LOAN WORDS NEW TO THE ENGLISH LANGUAGE WHICH HAD PREVIOUS EXISTENCE IN OTHER LANGUAGES, AND (3) NEOLOGISMS WHICH MAY BE EITHER NEW WORDS OR OLD ONES TAKING NEW MEANINGS. WHILE ABOUT 20 PERCENT OF MODERN

ENGLISH VOCABULARY CAN BE TRACED TO NATIVE WORDS OF OLD ENGLISH, LOAN WORDS AMOUNT TO LESS THAN 8 PERCENT, AND NEOLOGISMS ACCOUNT FOR ABOUT 80 PERCENT OF THE NEW WORDS IN PRESENT-DAY ENGLISH. HENCE, BY COMPOUNDINGS, DERIVATIONS, AND SEMANTIC CHANGE, THE ENGLISH LANGUAGE CAN EASILY BE ADAPTED TO MEET THE DEMANDS OF AN EVER-CHANGING SOCIETY. BORROWING FROM OTHER LANGUAGES IS OF ONLY AVERAGE IMPORTANCE. THIS ARTICLE APPEARED IN "ENGLISH JOURNAL," VOLUME 55, SEPTEMBER 1966. (NS)

ED 013 189

RE 000 348

IRELAND, VIRGINIA

A METHOD OF VOCABULARY STUDY.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

PUB DATE SEP 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *READING INSTRUCTION, *TEACHING TECHNIQUES, *VOCABULARY DEVELOPMENT, *VOCABULARY SKILLS, SEMANTICS, TEACHING METHODS, VERBAL DEVELOPMENT.

A METHOD OF VOCABULARY STUDY USED AS A TOOL RATHER THAN AS A COMPLETE VOCABULARY PROGRAM HELPS STUDENTS INVESTIGATE ANY WORD AND HELPS CLARIFY KEY OR DIFFICULT WORDS IN AN ASSIGNMENT. THE SEMANTIC LEVELS OF DEFINITION-MAKING ARE EXPLAINED AND ILLUSTRATED BY THE TEACHER'S ASKING THE STUDENTS WHAT CLASS OF THINGS A CERTAIN WORD STANDS FOR AND HOW THE WORD DIFFERS FROM OTHERS IN THAT CLASS. THE STUDENTS CARRY OUT THE FOLLOWING PROCEDURE FOR WRITTEN WORK WHICH ENABLES THEM TO DEFINE NOUNS, ACTIVE AND PASSIVE VERBS, AND MODIFIERS—(1) STUDENTS LOOK UP THE SPECIFIC CONTEXT IN WHICH THE NEW WORD IS USED AND COPY ENOUGH OF THE SENTENCE TO GIVE SOME INDICATION OF ITS MEANING. (2) THEY COPY THE BASIC FORM OF THE WORD AS IT APPEARS IN THE DICTIONARY, INDICATING ACCENTED SYLLABLES. (3) WITH THE HELP OF THE DICTIONARY, STUDENTS WRITE A SENTENCE DEFINITION THAT APPLIES TO THE WORD IN CONTEXT. (4) FINALLY, THEY WRITE AN ORIGINAL SENTENCE USING THE NEW WORD. ALTHOUGH THIS METHOD IS MORE EXACTING THAN LOOKING UP SYNONYMS, IT ENCOURAGES LOGICAL THINKING AND CREATIVITY WHILE IT AIMS FOR VOCABULARY EXPANSION AND VERBAL PRECISION. THIS ARTICLE APPEARS IN "ENGLISH JOURNAL," VOLUME 55, SEPTEMBER 1966. (NS)

ED 013 190

RE 000 349

GOODRICH, HOWARD B.

READING POETRY IS CREATIVE TOO.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *CREATIVE TEACHING, *POETRY, *READING INSTRUCTION, *SECONDARY EDUCATION, *TEACHING TECHNIQUES, LITERATURE APPRECIATION.

A DISCUSSION OF THE PURPOSES AND PROBLEMS OF TEACHING POETRY TO SECONDARY SCHOOL STUDENTS IS PRESENTED. TEACHING TECHNIQUES ARE

SUGGESTED. SPECIFIC SUGGESTIONS ARE GIVEN FOR PRESENTING "FOG," "THE HIGHWAYMAN," AND "THE BELLS." THIS ARTICLE APPEARS IN "JOURNAL OF READING," VOLUME 10, APRIL 1967. (RH)

ED 013 191

RE 000 350

GASPER, KAREN AND OTHERS

THE TEACHING OF INDIVIDUALIZED READING IN THE MADISON PUBLIC SCHOOLS, GRADE THREE-SIX.

MADISON PUBLIC SCHOOLS, WIS.

PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$3.40 83P.

DESCRIPTORS *INDIVIDUAL READING, *INTERMEDIATE GRADES, *READING INSTRUCTION, *TEACHING GUIDES, BIBLIOGRAPHIES, EDUCATIONAL PHILOSOPHY, EVALUATION TECHNIQUES, GROUPING (INSTRUCTIONAL PURPOSES), MADISON, READING DEVELOPMENT, READING MATERIALS, WISCONSIN.

A SERVICE BULLETIN PREPARED BY A COMMITTEE OF TEACHERS IN MADISON, WISCONSIN, ABOUT THE TEACHING OF INDIVIDUALIZED READING IN GRADES THREE TO SIX IS PRESENTED. THE MADISON PHILOSOPHY OF INDIVIDUALIZED READING IS GIVEN. SUGGESTIONS FOR READING MATERIALS, FOR ORGANIZING A CLASSROOM, AND FOR RECORD KEEPING ARE PROVIDED. AN ANNOTATED BIBLIOGRAPHY OF CHILDREN'S BOOKS AND RECORDS, A BIBLIOGRAPHY OF PROFESSIONAL LITERATURE, AND AN INDEX ARE INCLUDED. (BK)

ED 013 192

RE 000 351

SUMMARY OF CITYWIDE TEST RESULTS FOR 1965-1966.

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

PUB DATE NOV 66

EDRS PRICE MF-\$0.25 MC-\$0.96 22P.

DESCRIPTORS *READING INSTRUCTION, *STUDENT EVALUATION, *TESTING PROGRAMS, EDUCATIONAL TESTING, NEW YORK CITY SCHOOL SYSTEM, STANDARDIZED TESTS.

APPROPRIATE LEVELS OF THE METROPOLITAN READING TEST WERE ADMINISTERED CITYWIDE IN OCTOBER, 1965, AND MAY, 1966, TO PUPILS IN GRADES 2 THROUGH 9 IN AN EFFORT BY THE NEW YORK SCHOOL SYSTEM TO IMPROVE READING. THE RESULTS ARE PRESENTED IN TABLES WHICH SHOW THE DISTRIBUTION OF READING ACHIEVEMENT SCORES IN EACH GRADE. THE IOWA TESTS OF BASIC SKILLS IN THREE AREAS—LANGUAGE SKILLS, WORK-STUDY SKILLS, AND ARITHMETIC SKILLS—WERE ADMINISTERED CITYWIDE ONCE DURING THE SCHOOL YEAR 1965-66 TO GRADES 4, 5, AND 6. THE DISTRIBUTION OF CITYWIDE ACHIEVEMENT LEVELS IS SHOWN FOR EACH GRADE IN TABLE FORM. THE USE OF STANDARDIZED TESTS MADE POSSIBLE A COMPARISON OF THE ACHIEVEMENT OF NEW YORK CITY PUPILS WITH NATIONAL NORMS. AN INTRODUCTORY SECTION PRESENTS A DESCRIPTION OF THE TESTS AND AN INTERPRETATION OF THE TEST RESULTS. THE VALUE OF THE TESTS FOR ADMINISTRATORS, SUPERVISORS, TEACHERS, AND COUNSELORS AND THE USES OF THE TESTS FOR PROGRAM EVALUATION ARE DISCUSSED. (RH)

ED 013 193

RE 000 352

CAMPBELL, BONNIE QUINN, GOLDIE

READINESS AND PHONETIC ANALYSIS OF WORDS IN GRADES K-2.

BELLEVUE PUBLIC SCHOOLS, NEBR.
PUB DATE JUN 65

EDRS PRICE MF-\$0.25 HC-\$1.68 25P.

DESCRIPTORS *PRIMARY GRADES,
*READING INSTRUCTION, *TEACHING
GUIDES, BELLEVUE PUBLIC SCHOOLS,
NEBRASKA, PHONETIC ANALYSIS, READ-
ING READINESS, READING SKILLS.

THE METHOD USED AT THE BELLEVUE,
NEBRASKA, PUBLIC SCHOOLS TO TEACH
READING READINESS AND THE PHONETIC
ANALYSIS OF WORDS IN KINDERGAR-
TEN THROUGH GRADE TWO IS DES-
CRIBED. SUGGESTIONS FOR TEACHING
THE READINESS SKILLS OF AUDITORY
AND VISUAL PERCEPTION, VOCABULARY
SKILLS OF WORD RECOGNITION AND
WORD MEANING, AND THE PHONETIC
ANALYSIS OF WORDS IN GRADES ONE
AND TWO ARE GIVEN. THE SECTION ON
PHONETIC ANALYSIS PROVIDES INFOR-
MATION ABOUT CONSONANTS, CONSO-
NANT BLENDS, DIGRAPHS, THREE-LET-
TER BLENDS, VOWELS, VOWEL VARIANTS,
THE DOLCH READING LIST, RHYMING
WORDS, LITTLE WORDS IN BIG WORDS,
COMPOUND WORDS, MULTIPLE MEAN-
INGS OF WORDS, SYNONYMS, ANTONYMS,
HOMONYMS, ROOT WORDS, POSSESSIVES,
AND CONTRACTIONS. A CHECKLIST FOR
COMPREHENSION SKILLS AND ORAL
READING IS INCLUDED. (RH)

ED 013 194 RE 000 353

CAMPBELL, BONNIE QUINN, GOLDIE
PHONETIC ANALYSIS OF WORDS IN
GRADES 5 AND 6.

BELLEVUE PUBLIC SCHOOLS, NEBR.

PUB DATE JUN 65

EDRS PRICE MF-\$0.25 HC-\$1.68 25P.

DESCRIPTORS *GRADE 5, *GRADE 6,
*PHONETIC ANALYSIS, *READING
SKILLS, *TEACHING GUIDES, BELLEVUE
PUBLIC SCHOOLS, NEBRASKA.

THESE GUIDELINES WERE DEVELOPED
AT THE BELLEVUE, NEBRASKA, PUBLIC
SCHOOLS TO ANSWER THE REQUESTS OF
UPPER ELEMENTARY TEACHERS FOR IN-
FORMATION CONCERNING THE ELE-
MENTS OF THE PHONETIC APPROACH IN
THE TEACHING OF READING. THE BOOK-
LET INCLUDES NOT ONLY THOSE SKILLS
TO BE INTRODUCED FOR THE FIRST TIME
AT THE FIFTH- AND SIXTH-GRADE LE-
VELS, BUT ALSO SKILLS WHICH MAY
NEED TO BE REVIEWED. CHECKLISTS
FOR OTHER READING SKILLS SUCH AS
COMPREHENSION, ORAL READING, AND
STUDY SKILLS ARE INCLUDED. (RH)

ED 013 195 RE 000 354

TROUT, JOHN AND OTHERS
ENGLEWOOD PUBLIC SCHOOLS ELEMEN-
TARY READING GUIDE.

ENGLEWOOD PUBLIC SCHOOLS, N.J.

PUB DATE NOV 64

EDRS PRICE MF-\$0.75 HC-\$5.16 127P.

DESCRIPTORS *INDIVIDUAL DEVEL-
OPMENT, *READING INSTRUCTION,
*TEACHER AIDS, *TEACHING GUIDES,
CURRICULUM PLANNING, ELEMENTARY
GRADES, ENGLEWOOD PUBLIC SCHOOLS,
NEW JERSEY.

THE READING GUIDE OF THE ENGLE-
WOOD PUBLIC SCHOOLS, NEW JERSEY,
EMPHASIZES INDIVIDUALIZED IN-
STRUCTION. TEACHERS ARE URGED TO BE
LESS CONCERNED WITH TEXTBOOK MA-
TERIAL AND MORE CONCERNED WITH
PUPIL ABILITY. THE FOLLOWING THREE
PREMISES GUIDE THE READING PRO-
GRAM--(1) GRADE PLACEMENTS ARE NO
LONGER AN ADEQUATE BASIS FOR

STRUCTURING THE READING PROGRAM.
THEREFORE CHILDREN ARE REDE-
PLOYED ACCORDING TO THEIR INSTRU-
CTIONAL READING LEVEL FOR ONE PER-
IOD DURING THE SCHOOL DAY. (2) READ-
ING IS A MEANINGFUL ACT GOVERNED
BY THE BASIC LAWS OF LEARNING. THE
LEARNER MUST HAVE INCENTIVE, MUST
BE ABLE TO DEVELOP CONCEPTS, ATTIT-
TUDES, AND SKILLS IN A MANNER CON-
SISTENT WITH HIS PHYSICAL, MENTAL,
AND EMOTIONAL GROWTH, AND MUST DE-
CODE SYMBOLS AND TRANSLATE THE
AUTHOR'S MESSAGE INTO A TWO-WAY
FORM OF COMMUNICATION. (3) SINCE
READING INVOLVES THE TOTAL FUNC-
TIONING OF THE CHILD, THE ENTIRE
CURRICULUM MUST BE EXPRESSED IN
TERMS OF INDIVIDUAL DEVELOPMENT
AND LEVELS OF EXPRESSION. INTER-
MEDIATE GRADE TEACHERS ARE URGED
TO CONTINUE USING METHODS WHICH
WILL HELP PUPILS DEVELOP INTELLEC-
TUAL CURIOSITY AND SELF-EXPRES-
SION. EXAMPLES OF PUPIL DEVELOPMENT
CHARTS, TEACHING IDEAS, ACTIVITIES,
RESOURCES AND A 140-ITEM BIBLIOGRA-
PHY ARE INCLUDED. (RH)

ED 013 196 RE 000 355

CAMPBELL, BONNIE QUINN, GOLDIE
PHONETIC ANALYSIS OF WORDS IN
GRADES 3 AND 4.

BELLEVUE PUBLIC SCHOOLS, NEBR.

PUB DATE JUN 65

EDRS PRICE MF-\$0.25 HC-\$1.68 25P.

DESCRIPTORS *GRADE 3, *GRADE 4,
*PHONETIC ANALYSIS, *READING
SKILLS, *TEACHING GUIDES, BELLEVUE,
NEBRASKA, ORAL READING, PHONICS,
RATING SCALES, READING COMPREHENS-
ION.

SOME GUIDELINES FOR TEACHING THE
PHONETIC ANALYSIS OF WORDS IN
GRADES THREE AND FOUR ARE PRE-
SENTED. ALL ELEMENTS INVOLVED IN
THE TEACHING OF READING SKILLS, IN-
CLUDING PHONETIC ANALYSIS, COMPRE-
HENSION, AND ORAL READING, ARE
COVERED. THE GUIDE PROVIDES EXAM-
PLES OF CHECKLISTS FOR COMPREHEN-
SION SKILLS AND ORAL READING. (BK)

ED 013 197 RE 000 388

HARRIS, LARRY A.
INTERNATIONAL READING ASSOCIATION
CONFERENCE PROCEEDINGS REPORTS ON
ELEMENTARY READING.

INDIANA UNIV., BLOOMINGTON, ERIC CH.

ON READING

REPORT NUMBER ERIC-CRIER-VOL-1-BI-

BLOGR-4

PUB DATE OCT 67

EDRS PRICE MF-\$4.25 HC-\$45.48 1135P.

DESCRIPTORS *ANNOTATED BI-
BLIOGRAPHIES, *ELEMENTARY GRADES,
*READING, BILINGUAL STUDENTS, CON-
TENT READING, CULTURALLY DISAD-
VANTAGED, EARLY READING, GROUPING
(INSTRUCTIONAL PURPOSES), INDIANA
UNIVERSITY SCHOOL OF EDUCATION,
LINGUISTICS, READING DIFFICULTY,
READING MATERIALS, READING PRO-
GRAMS, READING READINESS, READING
SKILLS, TEACHER EDUCATION.

THE IMPORTANT PAPERS PUBLISHED
IN THE YEARLY CONFERENCE PROCEED-
INGS OF THE INTERNATIONAL READING
ASSOCIATION IN ELEMENTARY READING
SINCE 1960 ARE LISTED WITH ANNOTA-
TIONS, AND THE COMPLETE TEXT OF EACH
PAPER IS PROVIDED. THE 345 PAPERS
ARE PRESENTED WITHIN THE FOLLOW-

ING CATEGORIES--(1) THE OBJECTIVES
AND GOALS IN READING, (2) READING
PROGRAMS, (3) TEACHER EDUCATION, (4)
READING MATERIALS, (5) METHODS AND
GROUPING, (6) READING SKILLS, (7)
EARLY READING INSTRUCTION, (8) PRE-
SCHOOL READING, (9) READING READIN-
ESS, (10) READING IN THE CONTENT
AREAS, (11) READING AND THE BIL-
INGUAL CHILD, (12) FIRST-GRADE READ-
ING, (13) LINGUISTICS AND READING IN-
STRUCTION, (14) READING AND THE DI-
SADVANTAGED, (15) READING IN OTHER
COUNTRIES, AND (16) THE DIAGNOSIS AND
TREATMENT OF READING DIFFICULTY.
THIS BIBLIOGRAPHY SHOULD BE USE-
FUL TO PRACTITIONERS AND RESEARCH-
ERS INTERESTED IN ELEMENTARY
READING. AN AUTHOR INDEX IS IN-
CLUDED. (BK)

ED 013 198 SE 000 005

HURD, PAUL DE HART ROWE, MARY

BUD

SCIENCE IN THE SECONDARY SCHOOL.

PUB DATE JUN 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM,
*SCIENCE EDUCATION, *SECONDARY
SCHOOL SCIENCE, ACADEMIC ACHIEVEM-
ENT, AUDIOVISUAL AIDS, BIBLIOGRA-
PHIES, BIOLOGY, CHEMISTRY, EARTH
SCIENCE, FACILITIES, INSTRUCTION,
LEARNING THEORIES, PHYSICS, TEACH-
ING METHODS.

SELECTED RESEARCH STUDIES PUBLISHED DURING 1959-1963 RELATED TO
SECONDARY SCIENCE EDUCATION WERE
SURVEYED, CLASSIFIED, AND BRIEFLY
ANALYZED. THE CATEGORIES USED TO
CLASSIFY THE 103 STUDIES INCLUDED--
(1) CURRICULUM STUDIES, (2) CURRICU-
LUM EVALUATION, (3) LEARNING, ABILI-
TY, AND ACHIEVEMENT, (4) METHODS
AND ORGANIZATION FOR TEACHING, (5)
INSTRUCTION BY FILM, (6) GRADE PLACE-
MENT OF COURSES, AND (7) SCIENCE FACI-
LITIES. THE ARTICLE ALSO INCLUDED
MANY REFERENCES AND SOURCES OF
MATERIALS DEVELOPED FOR NEW
SCIENCE COURSES. THIS DOCUMENT IS
PUBLISHED IN REVIEW OF EDUCATION-
AL RESEARCH, JUNE 1964. (AG)

ED 013 199 SE 000 728

WORLD GUIDE TO SCIENCE INFORMATION
AND DOCUMENTATION SERVICES.

UNITED NATIONS EDUCATIONAL SCIEN-
TIFIC AND CULT.ORG

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DIRECTORIES, *INFOR-
MATION CENTERS, *INFORMATION
DISSEMINATION, *NATURAL SCIENCES,
DOCUMENTATION, ENGLISH, FRENCH, IN-
FORMATION RETRIEVAL, INFORMATION
STORAGE, LIBRARIES, UNITED NATIONS
EDUCATIONAL SCIENTIFIC AND CULTU-
RAL ORGANIZATION (UNESCO).

SOURCES OF MEDICAL, AGRICUL-
TURAL, AND NATURAL SCIENCE INFOR-
MATION AND DOCUMENTATION ARE
LISTED IN THIS UNESCO GUIDE. A QUES-
TIONNAIRE WAS USED TO OBTAIN INFOR-
MATION FROM 144 INSTITUTIONS IN 65
COUNTRIES. ENTRIES ARE IN FRENCH
AND ENGLISH AND ARE LISTED ALPHA-
BETICALLY BY COUNTRY. THE GENERAL
FORMAT FOR EACH SOURCE INCLUDES--
(1) NAME AND LOCATION, (2) A DESCRI-
PTION OF ITS PRIMARY FUNCTIONS, (3)
NAMES OF STAFF MEMBERS, (4) FIELDS
OF SCIENCE INCLUDED, (5) A DEFINITION

OF ITS USER GROUP, (6) TYPES AND NUMBERS OF DOCUMENTS INCLUDED, AND (7) THE AVAILABILITY OF BIBLIOGRAPHIES, PHOTO-REPRODUCTION SERVICES, TRANSLATIONS, ABSTRACTS, AND PUBLICATIONS. MECHANICAL DEVICES USED IN THE PROCESSING OF INFORMATION AND CHARGES FOR SERVICES ARE DESCRIBED. A LIST OF REGIONAL AND NATIONAL DIRECTORIES TO SCIENCE INFORMATION IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$4.00 FROM UNESCO PUBLICATIONS CENTER, 317 EAST 34 STREET, NEW YORK, NEW YORK 10016. (AG)

ED 013 200 **SE 000 845**
BARTLETT, C.J. EDGERTON, HAROLD A.
DIMENSIONS OF SUMMER SCIENCE TRAINING PROGRAMS AS REFLECTED BY THEIR PARTICIPANTS.

PUB DATE FEB 66
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *PROGRAM EVALUATION, *SCIENCE PROGRAMS, *SECONDARY SCHOOL SCIENCE, *STUDENT CHARACTERISTICS, NATIONAL SCIENCE FOUNDATION, SCIENCE INSTITUTES, SCIENTIFIC MANPOWER, STUDENT INTERESTS, SUMMER SCIENCE TRAINING PROGRAMS.

THE OUTCOMES OF THE 1960 NATIONAL SCIENCE FOUNDATION-SPONSORED SUMMER SCIENCE TRAINING PROGRAMS (SSTP) FOR SECONDARY SCHOOL STUDENTS ARE EXAMINED THROUGH A DETERMINATION OF PARTICIPANTS' CHARACTERISTICS BEFORE, AND THEIR ACTIVITIES AFTER, PARTICIPATION IN THE PROGRAMS. THIS ANALYSIS PROVIDED A MEANS OF COMPARING PROGRAMS IN TERMS OF THE TYPES OF STUDENTS ATTRACTED AND THE INFLUENCES THESE PROGRAMS HAD ON THE PARTICIPANTS. DATA WERE OBTAINED FROM QUESTIONNAIRES COMPLETED BY 5,500 PERSONS. TWELVE FACTORS EMERGED FROM AN INTERCORRELATION OF THE 57 ITEMS TO BE FURTHER ANALYZED FOR INTERPRETATION. THESE FACTORS WERE RELATED TO SCIENCE CAREER AMBITIONS, PARTICIPATION IN SCIENCE ACTIVITIES AND PROGRAMS, CORRELATION BETWEEN THE GOALS OF THE SSTP PARTICIPANTS AND THOSE OF THE SSTP, AND EFFECT OF SSTP PARTICIPATION ON STUDENT INTEREST IN SUBSEQUENT SCIENCE COURSES. RESULTS INDICATE DIFFERENCES IN SSTP'S AS REFLECTED BY RESPONSES OF PARTICIPANTS, BUT WHETHER PARTICIPANTS ATTRACTED TO SSTP'S DIFFER OR ARE DIFFERENTIALLY AFFECTED BY THE SSTP'S IS NOT CLEAR. THIS DOCUMENT IS PUBLISHED IN PSYCHOLOGICAL REPORTS, VOLUME 18, NO. 1, FEBRUARY 1966. (AG)

ED 013 201 **SE 001 484**
HURLBURT, EVELYN M.

RADIOISOTOPE TECHNIQUES FOR INSTRUCTION IN THE BIOLOGICAL SCIENCES. A LIST OF ANNOTATED REFERENCES. ATOMIC ENERGY COMMISSION, OAK RIDGE, TENN.
REPORT NUMBER TID-21262-REV
PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *BIOLOGY, *COLLEGE SCIENCE, *RADIATION BIOLOGY, *RADIOISOTOPES, BIOLOGICAL SCIENCE CURRICULUM STUDY, JUNIOR COLLEGES, LABORATORY EXPERIMENTS, SECONDARY SCHOOL SCIENCE, UNITED STATES ATOMIC ENERGY COMMISSION.

REFERENCES TO BIOLOGICAL EXPERIMENTS THAT EMPHASIZE THE USE OF RADIOISOTOPES AS TRACERS ARE INCLUDED IN THIS ANNOTATED BIBLIOGRAPHY. MATERIALS INCLUDED ARE CONSIDERED TO BE READILY AVAILABLE AND WERE PUBLISHED AFTER 1960. SECTION I IS COMPOSED OF SELECTED SOURCES. ENTRIES INCLUDE (1) COMPLETE CITATIONS, (2) A BRIEF ANNOTATION, AND (3) LISTS OF BASIC AND GENERAL EXPERIMENTS. IN SECTION II EXPERIMENTS ARE LISTED ACCORDING TO THE PRINCIPLES DEVELOPED BY THE ACTIVITIES. SECTION III IS A CROSS REFERENCE WHICH RELATES EXPERIMENTS TO THE MAJOR CONCEPTUAL SCHEMES OF THE BIOLOGICAL SCIENCE CURRICULUM STUDY PROGRAM. LISTS OF SELECTED READINGS IN NUCLEAR SCIENCE AND SUPPLIERS OF RADIOISOTOPES ARE APPENDED. THIS DOCUMENT IS AVAILABLE AS TID-21262 FOR \$3.00 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, NATIONAL BUREAU OF STANDARDS, U.S. DEPARTMENT OF COMMERCE, SPRINGFIELD, VIRGINIA, 22151. (AG)

ED 013 202 **SE 001 549**

SORENSEN, LAVAR LEONARD
CHANGE IN CRITICAL THINKING BETWEEN STUDENTS IN LABORATORY-CENTERED AND LECTURE-DEMONSTRATION-CENTERED PATTERNS OF INSTRUCTION IN HIGH SCHOOL BIOLOGY.
OREGON STATE UNIV., CORVALLIS
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ACADEMIC ACHIEVEMENT, *BIOLOGY, *CRITICAL THINKING, *LABORATORY PROCEDURES, *SECONDARY SCHOOL SCIENCE, *TEACHING TECHNIQUES, COMPARATIVE ANALYSIS, CORNELL CRITICAL THINKING TEST (FORM X), DOCTORAL THESES, OREGON STATE UNIVERSITY, OTIS QUICK SCORING MENTAL ABILITY TEST (GAMMA FORM AM), ROKEACH DOGMATISM SCALE (FORM E), TEACHING PROCEDURES, TEST ON UNDERSTANDING SCIENCE (FORM W), WATSON GLASER CRITICAL THINKING APPRAISAL (FORM YM).

THIS INVESTIGATION WAS DESIGNED TO COMPARE CHANGE IN CRITICAL THINKING IN GROUPS OF STUDENTS STUDYING HIGH SCHOOL BIOLOGY IN LABORATORY-CENTERED CLASSES AND IN LECTURE-DEMONSTRATION-CENTERED CLASSES. TWENTY BIOLOGY CLASSES WERE RANDOMLY SELECTED FROM THE FOUR SENIOR HIGH SCHOOLS IN THE SALT LAKE CITY SCHOOL DISTRICT. TEN CLASSES WERE RANDOMLY SELECTED AND TAUGHT BY A LECTURE-DEMONSTRATION APPROACH. THE OTHER TEN CLASSES WERE TAUGHT BY A LABORATORY CENTERED APPROACH. STUDENTS WERE PRETESTED AND POST-TESTED USING FIVE INSTRUMENTS—(1) OTIS QUICK SCORING MENTAL ABILITY TEST, GAMMA FORM AM, (2) WATSON-GLASER CRITICAL THINKING APPRAISAL, FORM YM, (3) CORNELL CRITICAL THINKING TEST, FORM X, (4) DOGMATISM SCALE, FORM E, AND (5) TEST ON UNDERSTANDING SCIENCE, FORM W. RESULTS OF THE INVESTIGATION INDICATED (1) A SIGNIFICANT CHANGE IN CRITICAL THINKING AND UNDERSTANDING OF SCIENCE BY STUDENTS IN LABORATORY-CENTERED CLASSES (.05 LEVEL), (2) NO SIGNIFICANT CHANGE IN CRITICAL THINKING AND UNDERSTANDING OF SCIENCE BY STUDENTS IN LECTURE-DEMONSTRATION

CLASSES, AND (3) A CHANGE IN DOGMATISM OF STUDENTS IN THE LABORATORY-CENTERED CLASSES. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-3939 FOR \$3.00 ON MICROFILM, \$6.80 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 203 **SE 001 660**

REDMAN, L.A.
THE PHYSICS TEACHERS HANDBOOK.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *AUDIOVISUAL AIDS, *COLLEGE SCIENCE, *INSTRUCTIONAL MATERIALS, *PHYSICS, *SECONDARY SCHOOL SCIENCE, EDUCATIONAL PROGRAMS, ENGLAND, FILMS, FILMSTRIPS, NUFFIELD PHYSICS, REFERENCE BOOKS, SCIENCE COURSES, SCIENCE EDUCATION, SCOTLAND, TEXTBOOKS.

A VARIETY OF INFORMATION FOR PHYSICS TEACHERS IS CONTAINED IN THIS SOURCE BOOK. A MAJOR SECTION IS DEVOTED TO LISTINGS OF INSTRUCTIONAL MATERIALS AND TEACHING AIDS. SCIENCE TEXTBOOKS AND LIBRARY BOOKS ARE CATEGORIZED ACCORDING TO INSTITUTIONAL LEVEL AND SUBJECT. TEACHING AIDS INCLUDE (1) 16 MM SOUND FILMS AND FILM LOOPS, (2) 35 MM FILMSTRIPS, (3) 8 MM CARTRIDGE TYPE FILM LOOPS, AND (4) WALL CHARTS. LISTS OF PUBLISHING COMPANIES AND SOURCES OF AUDIOVISUAL AIDS ARE INCLUDED. PERIODICALS AND EDUCATIONAL SOCIETIES IMPORTANT TO PHYSICS TEACHERS ARE DESCRIBED. A SECOND MAJOR SECTION CONTAINS INFORMATION ABOUT PHYSICS AND ENGINEERING COURSES IN ENGLISH AND SCOTTISH UNIVERSITIES, TECHNICAL INSTITUTIONS, AND COLLEGES OF EDUCATION. INSTITUTIONAL SUMMARIES INCLUDE (1) A LIST OF THE PROFESSORS IN THE DEPARTMENT, (2) THE NUMBER OF AVAILABLE OPENINGS FOR STUDENTS, (3) THE AVAILABILITY OF SCHOLARSHIPS, (4) THE STRUCTURE OF THE COURSES, AND (5) GENERAL INFORMATION. THIS DOCUMENT IS AVAILABLE FOR \$2.80 FROM THE ASSOCIATION FOR SCIENCE EDUCATION, 62 BATEMAN STREET, CAMBRIDGE, ENGLAND. (AG)

ED 013 204 **SE 001 718**

YUS'KOVICH, V.F.
METHODS OF TEACHING PHYSICS IN SOVIET SECONDARY SCHOOLS.
ISRAEL PROGRAM FOR SCIENTIFIC TRANSLATION
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *LEARNING PROCESSES, *PHYSICS, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, *TEACHER EDUCATION, *TEACHING TECHNIQUES, CONCEPT FORMATION, ELEMENTARY SCHOOL SCIENCE, MOSCOW, RUSSIA, SCIENCE ACTIVITIES, SCIENCE EXPERIMENTS.

THIS VOLUME IS A COLLECTION OF EIGHT PAPERS DEALING WITH ASPECTS OF TEACHING PHYSICS TO RUSSIAN STUDENTS IN GRADES FIVE THROUGH ELEVEN. TOPICS OF PAPERS ARE (1) THE PRESENT SITUATION IN THE METHOD OF HIGH-SCHOOL PHYSICS AND ITS BEARING ON THE POLYTECHNICAL INSTRUCTION SYSTEM, (2) THE DEVELOPMENT OF RATIONAL THOUGHT IN STUDENTS DURING THE TEACHING OF PHYSICS IN THE SE-

CONDARY SCHOOL, (3) THE ELECTRICAL PROPERTIES OF THE SOLID STATE TO BE TAUGHT IN PHYSICS, (4) EXPERIMENTAL FINDINGS CONCERNING THE TEACHING OF HEAT AND WORK IN THE NINTH GRADE AND DIRECT CURRENT IN THE TENTH GRADE, (5) SOME METHODOLOGICAL ASPECTS OF TEACHING ELECTROMAGNETIC FIELD PHENOMENA IN THE SECONDARY SCHOOL, (6) THE USE OF ANALOGY IN THE SECONDARY-SCHOOL PHYSICS COURSE, (7) THE TRAINING OF STUDENTS FOR PRACTICAL WORK IN PHYSICS, AND (8) TECHNICAL CREATIVITY OF STUDENTS IN PHYSICS HOBBY GROUPS. DISCUSSED ALSO ARE (1) HISTORICAL PHILOSOPHY OF THE DEVELOPMENT OF THE PHYSICS CURRICULUM FROM THE TIME OF THE OCTOBER REVOLUTION UNTIL 1959, (2) TECHNIQUES FOR THE DEVELOPMENT OF RATIONAL THOUGHT IN STUDENTS BY MEANS OF THE PHYSICS COURSE, (3) THE USES AND MISUSES OF ANALOGIES AS METHODOLOGICAL TOOLS FOR TEACHING PHYSICS, AND (4) THE SPECIAL TRAINING OF STUDENTS FOR PRACTICAL WORK. PUBLISHED IN MOSCOW IN 1959, THIS BOOK WAS TRANSLATED INTO ENGLISH BY THE ISRAEL PROGRAM FOR SCIENTIFIC TRANSLATIONS. THIS DOCUMENT IS AVAILABLE FOR \$7.50 FROM DANIEL DAVEY AND COMPANY, 257 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10010. (DG)

ED 013 205 SE 001 769

PELLA, MILTON O. ZIEGLER, ROBERT E. THE USE OF STATIC AND DYNAMIC MECHANICAL MODELS IN TEACHING ASPECTS OF THE THEORETICAL CONCEPT, THE PARTICULATE NATURE OF MATTER. WISCONSIN UNIV., MADISON
PUB DATE MAR 67

EDRS PRICE MF-40.50 HC-\$2.52 61P.

DESCRIPTORS *ELEMENTARY SCHOOL SCIENCE, *INSTRUCTION, *MODELS, AUDIOVISUAL AIDS, CENTER FOR COGNITIVE LEARNING, CONCEPT FORMATION, JANESVILLE, LEARNING, MADISON, PHYSICAL SCIENCES, TEACHING PROCEDURES, TEACHING TECHNIQUES, UNITED STATES OFFICE OF EDUCATION, UNIVERSITY OF WISCONSIN, WISCONSIN, CONTRACT OEC-5-10-154

THE RELATIVE EFFECTIVENESS OF TWO TYPES OF MECHANICAL MODELS FOR TEACHING ELEMENTARY SCHOOL STUDENTS TO USE THE PARTICLE IDEA OF MATTER TO EXPLAIN CERTAIN PHYSICAL PHENOMENA WAS INVESTIGATED. SUBJECTS WERE RANDOMLY SELECTED FROM STUDENTS ENROLLED IN GRADES TWO THROUGH SIX IN A SCHOOL SYSTEM. A SERIES OF DEMONSTRATIONS AND RELATED QUESTIONS WERE USED TO SUBDIVIDE THE POPULATION INTO THOSE WHO DID AND THOSE WHO DID NOT USE THEORETICAL MECHANICAL MODELS IN EXPLAINING PHYSICAL PHENOMENA. STUDENTS WERE THEN RANDOMLY ASSIGNED TO TREATMENT GROUPS. ONE GROUP RECEIVED INSTRUCTION THROUGH USE OF A DYNAMIC MODEL, A SECOND GROUP RECEIVED INSTRUCTION INVOLVING A STATIC MODEL, AND A CONTROL GROUP RECEIVED NO INSTRUCTION. ALL SUBJECTS IN EXPERIMENTAL GROUPS WERE TESTED, INSTRUCTED, AND RETESTED ON AN INDIVIDUAL BASIS. APPLICATION OF ANALYSIS OF VARIANCE TO DATA REVEALED THAT (1) THERE WAS A SIGNIFICANT DIFFERENCE BETWEEN THE SCORES OF STUDENTS IN THE EXPERIMENTAL GROUPS AND

THOSE IN THE CONTROL GROUP, (2) SCORES OF STUDENTS IN THE GROUP THAT USED MODELS IN EXPLAINING PHYSICAL PHENOMENA WERE SIGNIFICANTLY HIGHER THAN THOSE OF THE NON-MODEL STUDENTS, AND (3) THERE WERE NO SIGNIFICANT DIFFERENCES IN ACHIEVEMENT BETWEEN GRADE LEVELS. THE DYNAMIC MODEL WAS NOT SUPERIOR TO THE STATIC MODEL IN TEACHING STUDENTS TO USE MODELS IN EXPLAINING PHYSICAL PHENOMENA. (AG)

ED 013 206 SE 001 825

BUTLER, DELBERT FRANKLIN A TEST FOR MEASURING SELECTED LIFE SCIENCE CONCEPTS OF ELEMENTARY SCHOOL CHILDREN.

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIOLOGY, *CONCEPT FORMATION, *ELEMENTARY SCHOOL SCIENCE, *EVALUATION, *TEST CONSTRUCTION, DOCTORAL THESES, GEORGE PEABODY COLLEGE FOR TEACHERS, LIFE SCIENCE CONCEPT TEST, SOCIOECONOMIC INFLUENCES, TEST RELIABILITY, TEST VALIDITY.

A TEST WAS CONSTRUCTED TO MEASURE SELECTED LIFE SCIENCE CONCEPTS OF ELEMENTARY SCHOOL CHILDREN IN GRADES ONE THROUGH SIX. THE CONTENT OF THE TEST IS BASED ON SIX CHARACTERISTICS OF LIVING THINGS—(1) STRUCTURE, (2) METABOLISM, (3) GROWTH, (4) REPRODUCTION, (5) RESPONSIVENESS, AND (6) ADAPTATION. A LIST OF CONCEPTS RELATED TO THE SIX CHARACTERISTICS IS LISTED. A TEST PLATE, CONSISTING OF SIX PICTURES, IS PRESENTED FOR EACH CONCEPT. CORRECT RESPONSES TO EACH OF THE SIX PICTURES ON A GIVEN PLATE ARE INTERPRETED AS EVIDENCE THAT THE CONCEPT HAS BEEN ATTAINED. THE TEST WAS STANDARDIZED ON A STRATIFIED RANDOM SAMPLE OF 192 CHILDREN FROM GRADES ONE THROUGH SIX. RELIABILITY RANGED FROM 0.84 TO 0.94. COEFFICIENTS OF INTERNAL CONSISTENCY RANGED FROM 0.70 TO 0.88. MEAN AND MEDIAN SCORES INCREASED STEADILY FROM GRADE TO GRADE INDICATING THE VALIDITY OF THE TEST FOR EVALUATING CONCEPT GROWTH OVER THE GRADE RANGE. CORRELATION COEFFICIENTS RANGING FROM 0.31 TO 0.67 WERE OBTAINED BETWEEN THE LIFE SCIENCE CONCEPT TEST SCORES AND THE OTIS TEST OF MENTAL ABILITY. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-4412 FOR \$3.00 ON MICROFILM, \$6.20 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 207 SE 001 836

FLOYD, THOMAS WILLIAM

AN ANALYSIS OF THE KNOWLEDGE OF SCIENCE OF PUPILS PRIOR TO INSTRUCTION IN THE SEVENTH GRADE.

ILLINOIS UNIVERSITY, URBANA

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM, *CURRICULUM EVALUATION, *ELEMENTARY SCHOOL SCIENCE, *GRADE 7, *TEXTBOOK EVALUATION, *TEXTBOOKS, DOCTORAL THESES, GRADE 5, GRADE 6, ILLINOIS, IN-

STRUCTIONAL MATERIALS, SECONDARY SCHOOL SCIENCE.

THIS STUDY WAS DESIGNED TO DETERMINE FIFTH, SIXTH, AND SEVENTH GRADE PUPILS' KNOWLEDGE OF SCIENCE INFORMATION CONTAINED IN SEVENTH GRADE SCIENCE TEXTBOOKS AND TO DISCOVER PUPILS' ABILITY TO APPLY THIS KNOWLEDGE. PUPILS FROM 21 SCHOOLS LOCATED IN CENTRAL ILLINOIS WERE TESTED WITH TWO TESTS DEVELOPED BY THE INVESTIGATOR. THE SCIENCE KNOWLEDGE TEST WAS DESIGNED TO EVALUATE BASIC KNOWLEDGE AND THE SCIENCE APPLICATION TEST, THE USE OF KNOWLEDGE. RESULTS OF THE ANALYSIS INDICATED PUPILS KNEW A CONSIDERABLE AMOUNT OF THE CONTENT OF SEVENTH GRADE SCIENCE TEXTBOOKS PRIOR TO INSTRUCTION. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-4176 FOR \$3.00 ON MICROFILM, \$6.40 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 208 SE 001 861

LASHIER, WILLIAM STANLEY

AN ANALYSIS OF CERTAIN ASPECTS OF THE VERBAL BEHAVIOR OF STUDENT TEACHERS OF EIGHTH GRADE STUDENTS PARTICIPATING IN A BSCS LABORATORY BLOCK. TEXAS UNIV., AUSTIN

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ATTITUDES, *SECONDARY SCHOOL SCIENCE, *STUDENT TEACHERS, *TEACHER BEHAVIOR, *VERBAL BEHAVIOR, BIOLOGICAL SCIENCES CURRICULUM STUDY, BIOLOGY, DOCTORAL THESES, FLANDERS METHOD OF INTERACTION ANALYSIS, GRADE 8, INSTRUCTION, INTERACTION PROCESS ANALYSIS, MICHIGAN STUDENT QUESTIONNAIRE.

THIS STUDY WAS CONDUCTED TO DETERMINE THE RELATIONSHIP BETWEEN THE VERBAL BEHAVIOR OF STUDENT TEACHERS AND THE ACHIEVEMENT AND SELECTED ATTITUDES OF EIGHTH GRADE STUDENTS. TEN STUDENT TEACHERS PARTICIPATED IN A WORKSHOP DESIGNED TO PREPARE THE STUDENT TEACHERS TO TEACH SCIENTIFIC INQUIRY. THE STUDENT TEACHERS WERE RESPONSIBLE FOR TEACHING A BIOLOGICAL SCIENCE CURRICULUM STUDY BLOCK, ANIMAL BEHAVIOR, FOR A PERIOD OF SIX WEEKS TO 239 EIGHTH GRADE STUDENTS IN SIX JUNIOR HIGH SCHOOLS. THE STUDENT TEACHERS WERE OBSERVED ONCE EACH WEEK FOR SIX WEEKS BY ONE OF THREE OBSERVERS. VERBAL STATEMENTS OF THE STUDENTS AND THE STUDENT TEACHER WERE CATEGORIZED USING THE FLANDERS INTERACTION ANALYSIS SYSTEM. AN I/D RATIO WAS ESTABLISHED FOR EACH STUDENT TEACHER, BY DIVIDING THE TALLIES INDICATING INDIRECT TEACHER INFLUENCE BY THE TALLIES INDICATING DIRECT TEACHER INFLUENCE. STUDENTS WERE PRETESTED AND POSTTESTED FOR ACHIEVEMENT WITH AN INSTRUMENT DESIGNED BY THE INVESTIGATOR. ATTITUDES OF THE STUDENTS TOWARD THEIR STUDENT TEACHERS AND TOWARD THEIR SCHOOL WORK WERE DETERMINED FROM THE MICHIGAN STUDENT QUESTIONNAIRE. THE ANALYSES INDICATED BOTH ACHIEVEMENT AND STUDENT ATTITUDES WERE SIGNIFICANTLY RELATED TO INDIRECT TEACH-

ER INFLUENCE. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-1938 FOR \$3.00 ON MICROFILM, \$6.00 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 209

SE 001 879

PARAKH, JAL SOHRAB

A STUDY OF TEACHER-PUPIL INTERACTION IN HIGH SCHOOL BIOLOGY CLASSES. CORNELL UNIV., ITHACA, N.Y.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIOLOGY, *INTERACTION PROCESS ANALYSIS, *SECONDARY SCHOOL SCIENCE, *STUDENT CHARACTERISTICS, *TEACHER CHARACTERISTICS, CLASSROOM OBSERVATION, COGNITIVE DEVELOPMENT, DOCTORAL THESES, EVALUATION, LEARNING PROCESSES, NEW YORK, OBSERVATION TECHNIQUES.

A CATEGORY SYSTEM FOR SYSTEMATIC OBSERVATION OF HIGH SCHOOL BIOLOGY LABORATORY AND LECTURE-DISCUSSION-RECITATION CLASSES WAS DEVELOPED AND USED TO QUANTIFY, ANALYZE, AND DESCRIBE OBSERVED CLASSROOM BEHAVIOR. THE CATEGORY SYSTEM WAS DEVELOPED BY OBSERVING EIGHT HIGH SCHOOL BIOLOGY TEACHERS ONCE EACH MONTH FOR FOUR SUCCESSIVE MONTHS. THE OBSERVER RECORDED VERBAL BEHAVIOR AND MAINTAINED NOTES OF HIS OBSERVATIONS. THE CATEGORY SYSTEM IS COMPOSED OF FIVE MAJOR DIMENSIONS-EVALUATIVE (AFFECTIVE-COGNITIVE), COGNITIVE, PROCEDURAL, PUPIL-TALK, AND SILENCE. THESE DIMENSIONS ARE DIVIDED INTO 16 MAJOR CATEGORIES, 28 SUBCATEGORIES, AND A "RESIDUAL" CATEGORY FOR COMMUNICATION WHICH CAN NOT BE CLASSIFIED BY THIS SYSTEM. THE DATA OBTAINED FROM CLASSROOM OBSERVATIONS WERE ANALYZED AND THE FOLLOWING FINDINGS WERE REPORTED. (1) IN LECTURE CLASSES ABOUT 75 PER CENT OF THE TIME WAS DEVOTED TO TEACHER-TALK AND 10 PER CENT TO PUPIL-TALK. (2) IN LABORATORY CLASSES ABOUT 50 PER CENT OF THE TIME WAS DEVOTED TO TEACHER-TALK AND 10 PER CENT TO STUDENT-TALK. (3) TEACHER BEHAVIORS IN THE EVALUATIVE, PROCEDURAL, AND COGNITIVE DIMENSIONS DIFFERED IN LABORATORY AND LECTURE CLASSES. (4) FOUR OPERATIONS OF TEACHING WERE USED IN THE FOLLOWING DECREASING ORDER OF OCCURRENCE-STATING FACTS, EXPLAINING, DEFINING, AND EVALUATING SUBJECT MATTER. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-4492 FOR \$3.00 ON MICROFILM, \$9.00 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 210

SE 002 025

CRAVEN, GENE FRANCIS

CRITICAL THINKING ABILITIES AND UNDERSTANDING OF SCIENCE BY SCIENCE TEACHER-CANDIDATES AT OREGON STATE UNIVERSITY.

OREGON STATE UNIV., CORVALLIS

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE SCIENCE, *CRITICAL THINKING, *SCIENTIFIC ATTITUDES, *SCIENTIFIC CONCEPTS, *TEACHER CHARACTERISTICS, *TEACHER EDUCATION, CORNELL CRITICAL THINKING

TEST, DOCTORAL THESES, OREGON STATE UNIVERSITY, SCHOLASTIC APTITUDE TEST, TEST ON UNDERSTANDING SCIENCE.

THE CRITICAL THINKING ABILITY AND UNDERSTANDING OF SCIENCE POSSESSED BY STUDENTS COMPLETING PLANNED CURRICULA IN SCIENCE EDUCATION WERE INVESTIGATED. THE EFFECTS OF SCIENCE CURRICULA UPON THE DEVELOPMENT OF THESE ABILITIES AND UNDERSTANDINGS WERE EXAMINED BY COMPARING MEAN TEST SCORES OF SCIENCE TEACHER-CANDIDATES TO THOSE OF (1) FRESHMEN IN SCIENCE EDUCATION, (2) FRESHMEN IN SOCIAL SCIENCE EDUCATION, (3) ELEMENTARY TEACHER-CANDIDATES, (4) SOCIAL SCIENCE TEACHER-CANDIDATES, AND (5) INSERVICE SCIENCE TEACHERS. CRITICAL THINKING WAS EVALUATED BY THE CORNELL CRITICAL THINKING TEST, FORM X. THE TEST ON UNDERSTANDING SCIENCE, FORM W, WAS USED TO ASSESS THE STUDENTS' UNDERSTANDING OF SCIENCE. THE STUDY EMPLOYED A POST-TEST ONLY DESIGN USING THE SCHOLASTIC APTITUDE TEST AND ACCUMULATIVE GRADE POINT AVERAGES AS COVARIANCE CONTROLS. RESULTS INDICATE (1) BOTH CRITICAL THINKING ABILITIES AND UNDERSTANDING OF SCIENCE BY THE SCIENCE TEACHER-CANDIDATES WERE SIGNIFICANTLY (.05 LEVEL) GREATER THAN THOSE OF FRESHMEN IN SOCIAL SCIENCE EDUCATION, FRESHMEN IN SCIENCE EDUCATION, ELEMENTARY TEACHER-CANDIDATES, AND INSERVICE SCIENCE TEACHERS. (2) SCIENCE TEACHER-CANDIDATES EVIDENCED AN UNDERSTANDING OF SCIENCE SUPERIOR TO THAT OF GROUPS OF STUDENTS SIMILAR TO THOSE THEY WOULD BE EXPECTED TO TEACH, AND (3) SCIENCE TEACHER CANDIDATES, INSERVICE SCIENCE TEACHERS AND NON-SCIENCE ORIENTED GROUPS EVIDENCED SEVERAL MISCONCEPTIONS OF THE NATURE OF SCIENCE AND SCIENTISTS. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-7121 FOR \$3.00 ON MICROFILM, \$7.20 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 211

SE 002 033

JENSEN, JOHN ANDERS

AN ANALYSIS BY CLASS SIZE AND SEX OF ORTHOGONALIZED INTEREST AND APTITUDE PREDICTORS IN RELATION TO HIGH SCHOOL CHEMISTRY ACHIEVEMENT CRITERIA.

ROCHESTER UNIV., N.Y.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *CHEMISTRY, *DOCTORAL THESES, *INSTRUCTION, *LEARNING, *PREDICTION, *RESEARCH METHODOLOGY, *SECONDARY SCHOOL SCIENCE, *STUDENT CHARACTERISTICS, ACADEMIC APTITUDE, CLASS SIZE, NEW YORK STATE REGENTS CHEMISTRY EXAMINATION, SEX (CHARACTERISTICS), STUDENT INTERESTS.

THIS STUDY WAS DESIGNED TO PROVIDE CORRELATIONAL INFORMATION ABOUT RELATIONSHIPS BETWEEN SELECTED APTITUDE AND INTEREST MEASURES AND CHEMISTRY ACHIEVEMENT. THE INVESTIGATION ALSO WAS CONCERNED WITH THE STABILITY OF THESE RELATIONSHIPS FOR TWO INSTRUC-

TIONAL METHODS AND FOR MALES AND FEMALES. SELECTED APTITUDE AND INTEREST MEASURES WERE STUDIED IN RELATION TO SCORES OBTAINED ON THE NEW YORK STATE REGENTS CHEMISTRY EXAMINATION AND ACHIEVEMENT ON A SERIES OF UNIT TESTS. EACH DATA SET WAS ORTHOGONALIZED USING PRINCIPAL COMPONENTS ANALYSIS AND THE VARIMAX METHOD OF FACTOR ROTATION. FACTOR SCORES WERE EXTRACTED FOR EACH SUBJECT ON EACH FACTOR. ANALYSES OF THE STRUCTURE OF RELATIONSHIPS AND THE RELATIVE CONTRIBUTION OF EACH FACTOR TO THE MULTIPLE OR CANONICAL CORRELATION COEFFICIENT WERE MADE. THE RESULTS OF THE STUDY INDICATED DIFFERENCES BETWEEN SUBJECTS IN CONVENTIONAL AND LARGE GROUP-SMALL GROUP CLASSES AND BETWEEN MALES AND FEMALES. THE RESULTS OF THE STUDY SUGGEST THAT THE EFFECTS OF INSTRUCTIONAL METHODS ARE PROBABLY MORE COMPLEX THAN IMPLIED BY MEAN DIFFERENCE TECHNIQUES NORMALLY USED IN ANALYSIS. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-6877 FOR \$3.00 ON MICROFILM, \$11.70 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 212

SE 002 034

JONES, HOWARD LEON

THE DEVELOPMENT OF A TEST OF SCIENTIFIC INQUIRY, USING THE TAB FORMAT, AND AN ANALYSIS OF ITS RELATIONSHIP TO SELECTED STUDENT BEHAVIORS AND ABILITIES.

TEXAS UNIV., AUSTIN

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DOCTORAL THESES, *ELEMENTARY SCHOOL SCIENCE, *EVALUATION, *STUDENT CHARACTERISTICS, *TEST CONSTRUCTION, *TESTS, ACADEMIC ACHIEVEMENT, GRADE 4, GRADE 5, GRADE 6, SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS TEST, STUDENT ABILITY, STUDENT BEHAVIOR, TAB SCIENCE TEST.

A MODEL OF INQUIRY WAS DESIGNED AND A TEST WAS DEVELOPED TO SAMPLE INQUIRY BEHAVIORS OF ELEMENTARY SCHOOL STUDENTS. RELATIONSHIPS BETWEEN PROFICIENCY ON THIS TEST AND SELECTED STUDENT BEHAVIORS AND ABILITIES WERE ANALYZED. THE TEST WAS DEVELOPED TO ASSESS INQUIRY BEHAVIORS OF SEARCHING, DATA PROCESSING, VERIFYING, DISCOVERING, ASSIMILATING, AND ACCOMMODATING. THE SUBJECTS TESTED WITH THE TAB SCIENCE TEST WERE 2519 FOURTH, FIFTH, AND SIXTH GRADE STUDENTS IN SIX TEXAS SCHOOLS. RESULTS OF THE ANALYSIS INDICATED POSITIVE RELATIONSHIP (1) BETWEEN TAB SCIENCE TEST SCORES AND STUDENT INQUIRY BEHAVIORS, (2) BETWEEN TAB SCIENCE TEST SCORES AND TEACHERS' RATINGS OF STUDENTS, AND (3) BETWEEN INTERFORM TAB SCIENCE TEST SCORES. NO SIGNIFICANT RELATIONSHIP BETWEEN TESTED INTELLIGENCE AND THE TAB SCIENCE TEST WAS INDICATED. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-7339 FOR \$3.00 ON MICROFILM, \$7.20 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 213

SE 002 041

MENEFEE, ROBERT WILLIAM.
MEASURING ELEMENTARY SCHOOL
CHILDREN'S ABILITY TO USE EVIDENCE
FROM SCIENTIFIC INSTRUMENTS IN DECISION-MAKING SITUATIONS.

OHIO STATE UNIV., COLUMBUS

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONCEPT FORMATION,
*DECISION MAKING, *DOCTORAL THESES,
*ELEMENTARY SCHOOL SCIENCE,
*EVALUATION, *LEARNING, *PROBLEM
SOLVING, *SCIENCE EQUIPMENT, *SCIENTIFIC
CONCEPTS, PIAGET,

ELEMENTARY SCHOOL PUPILS' ABILITY TO USE EVIDENCE FROM SCIENTIFIC INSTRUMENTS WAS DETERMINED. THE 320 PUPILS FROM GRADES ONE THROUGH SIX WERE PLACED IN DECISION-MAKING SITUATIONS REQUIRING THEM TO USE EVIDENCE FROM A PLATFORM BALANCE OR GRADUATED CYLINDER. PUPILS WERE REQUIRED TO DIFFERENTIATE BETWEEN MASSES OR VOLUMES OF PAIRS OF OBJECTS. THE FIRST ATTEMPT WAS BY VISUAL OBSERVATION OF THE OBJECTS. THE SUBJECTS WERE THEN ALLOWED TO OBTAIN EVIDENCE BY USE OF THE APPROPRIATE INSTRUMENT AND ASKED TO DIFFERENTIATE BETWEEN THE MASSES OR VOLUMES AGAIN. WHEN THE STUDENTS PROVIDED THEIR ANSWERS, THEY INDICATED CONFIDENCE IN THEIR DECISION BY WAGERING FROM ONE TO TEN POINTS. THE NUMBER OF POINTS WAGERED AFTER THE STUDENTS HAD OBTAINED EVIDENCE FROM THE INSTRUMENT WAS COMPARED TO THE NUMBER OF POINTS WAGERED BY THE STUDENTS IN THEIR INITIAL RESPONSES. RESULTS OF THE INVESTIGATION INDICATED THE FOLLOWING. (1) IQ DID NOT HAVE A SIGNIFICANT RELATIONSHIP TO THE ABILITY TO USE EVIDENCE FROM A SCIENTIFIC INSTRUMENT. (2) STUDENTS DID NOT IMPROVE IN ABILITY TO USE EVIDENCE FROM A SCIENTIFIC INSTRUMENT FROM ONE GRADE TO THE NEXT. ERRORS WERE HIGH IN GRADE ONE, DECREASED IN GRADES TWO AND THREE, INCREASED IN GRADE FOUR, REACHED A MAXIMUM IN GRADE FIVE, AND DECREASED IN GRADE SIX. (3) THE OPPORTUNITY TO MANIPULATE THE OBJECTS AND THE INSTRUMENTS DID NOT RESULT IN IMPROVED PERFORMANCE. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-6283 FOR \$3.00 ON MICROFILM, \$6.40 XEROGRAPHY, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (RH)

ED 013 214

SE 002 103

NEUBERGER, HANS NICHOLAS,
GEORGE

MANUAL OF LECTURE DEMONSTRATIONS,
LABORATORY EXPERIMENTS, AND OBSERVATIONAL
EQUIPMENT FOR TEACHING ELEMENTARY
METEOROLOGY IN SCHOOLS
AND COLLEGES.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

PUB DATE AUG 62

EDRS PRICE MF-00.75 HC-\$7.64 150P.

DESCRIPTORS *COLLEGE SCIENCE, *METEOROLOGY, *SCIENCE ACTIVITIES, *SECONDARY SCHOOL SCIENCE, *TEACHING GUIDES, EARTH SCIENCE, MODELS, NATIONAL SCIENCE FOUNDATION, PENNSYLVANIA, PENNSYLVANIA STATE UNIVERSITY, SCIENCE DEMONSTRATIONS, SCIENCE EQUIPMENT, SCIENCE EX-

PERIMENTS, TEACHING TECHNIQUES,
UNIVERSITY PARK,

INCLUDED IN THIS MANUAL WRITTEN FOR SECONDARY SCHOOL AND COLLEGE TEACHERS ARE DESCRIPTIONS OF DEMONSTRATION MODELS, EXPERIMENTS PERTAINING TO SOME OF THE FUNDAMENTAL AND APPLIED METEOROLOGICAL CONCEPTS, AND INSTRUCTIONS FOR MAKING SIMPLE WEATHER OBSERVATIONS. THE CRITERIA FOR SELECTION OF TOPICS WERE EASE AND COST OF CONSTRUCTING APPARATUS AS WELL AS THE AVAILABILITY OF MATERIALS. SECTIONS ON GENERAL AND SPECIAL REQUIREMENTS LIST TOOLS REQUIRED TO BUILD THE APPARATUS, INEXPENSIVE ITEMS WHICH MUST BE PURCHASED, AND DIRECTIONS FOR BUILDING SUCH APPARATUS AS LIGHT STANDS, BALANCES, AND SMOKE SOURCES. FOR EACH OF THE DEMONSTRATION MODELS AND EXPERIMENTS IN THE MANUAL THERE ARE (1) A BRIEF DISCUSSION OF THE SCIENCE CONTENT INVOLVED, (2) A LIST OF MATERIALS, (3) DIRECTIONS FOR BUILDING AND USING THE APPARATUS, INCLUDING DIAGRAMS OR PHOTOGRAPHS, AND (4) AN ESTIMATED COST. THE SECTION ON OBSERVATIONS INCLUDE SUCH WEATHER PHENOMENA AS RELATIVE HUMIDITY, AIR PRESSURE, PRECIPITATION, AND CLOUD FORMATIONS. APPENDED IS A LIST OF INEXPENSIVE READING MATERIALS, INCLUDING BOOKS AND PERIODICALS. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM THE PENNSYLVANIA STATE UNIVERSITY, DEPARTMENT OF METEOROLOGY, 422 MINERAL INDUSTRIES BUILDING, UNIVERSITY PARK, PENNSYLVANIA 16802. (DG)

ED 013 215

SE 002 209

MAYER, WILLIAM V. AND OTHERS

BIOLOGICAL SCIENCES CURRICULUM
STUDY NEWSLETTER.

BIOLOGICAL SCIENCES CURRICULUM
STUDY, BOULDER, COLO.

PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIOLOGY, *EVALUATION, *SECONDARY SCHOOL SCIENCE, *TEACHER BEHAVIOR, BIBLIOGRAPHIES, BIOLOGICAL SCIENCES CURRICULUM STUDY, COMPREHENSIVE FINAL EXAMINATION (BSCS), CURRICULUM DEVELOPMENT, CURRICULUM EVALUATION, DIFFERENTIAL APTITUDE TESTS, NEWSLETTERS, SCIENCE COURSE IMPROVEMENT PROJECT, STUDENT BEHAVIOR, THE PSYCHOLOGICAL CORPORATION,

RESEARCH STUDIES CONCERNED WITH THE APPROPRIATENESS AND EFFECTIVE UTILIZATION OF BIOLOGICAL SCIENCE CURRICULUM STUDY (BSCS) MATERIALS ARE DESCRIBED IN THIS NEWSLETTER. BSCS TESTS WERE ANALYZED AND RELATED TO OTHER TESTING INSTRUMENTS USED IN CONNECTION WITH THE BSCS PROGRAMS. DATA COLLECTED FOR THE ESTABLISHMENT OF TEST NORMS WERE ALSO USED IN A CURRICULUM EVALUATION STUDY WHICH COMPARED STUDENT ACHIEVEMENT (1) BETWEEN SEXES, (2) ON ALTERNATE TEST FORMS, AND (3) ON TWO READING TESTS. FINDINGS OF THE TEST STANDARDIZATION AND CURRICULUM EVALUATION STUDY INDICATED THAT (1) ALL TESTS WERE APPROPRIATE TO THE ABILITY LEVELS OF THE GROUPS, (2) MALES GENERALLY HAD HIGHER ABILITY AND ACHIEVEMENT TEST MEANS THAN FEMALES, (3) DIFFER-

ENCES BETWEEN RAW MEAN SCORES ON ALTERNATE TEST FORMS WERE SMALL, (4) THERE WERE CONSISTENT DIFFERENCES IN ABILITY AND ACHIEVEMENT BETWEEN THE GROUPS USING THE THREE BSCS VERSIONS, AND (5) READING TESTS WERE HIGHLY RELATED TO ACADEMIC ABILITY AND ACHIEVEMENT TESTS. A REPORT OF AN ANALYSIS OF TEACHER STYLES AND VARIATION IN TEACHING CONCEPTS IS INCLUDED ALSO. FINDINGS OF THE TEACHER-STUDENT INTERACTION STUDY REVEALED (1) SIGNIFICANT DIFFERENCES IN THE VARIETY AND LEVELS OF TOPIC PRESENTATION, (2) DOMINATION OF DISCUSSIONS BY THE TEACHERS, (3) GREATER CLASS PARTICIPATION BY MALE STUDENTS, AND (4) A POSITIVE RELATIONSHIP BETWEEN CLASS PARTICIPATION AND STUDENT PERFORMANCE. A BIBLIOGRAPHY OF RESEARCH REPORTS CONCERNING THE BSCS LABORATORY BLOCKS AND ABSTRACTS OF RECENT RESEARCH AND DEVELOPMENT PROJECTS INVOLVING BSCS MATERIALS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE AS NEWSLETTER NO. 30 AT NO COST FROM THE BIOLOGICAL SCIENCES CURRICULUM STUDY, P.O. BOX 930, UNIVERSITY OF COLORADO, BOULDER 80302. (AG)

ED 013 216

SE 002 485

NICODEMUS, ROBERT B.

COOPERATIVE COLLEGE-SCHOOL SCIENCE
PROJECT—FIRST, SECOND, AND THIRD
YEAR REPORTS.

WASHINGTON ACADEMY OF SCIENCES,
WASHINGTON, D.C.

PUB DATE JUL 67

EDRS PRICE MF-00.50 HC-45.12 126P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *EDUCATIONAL PROGRAMS, *ELEMENTARY SCHOOL SCIENCE, *SECONDARY SCHOOL SCIENCE, *TEACHER EDUCATION, BIOLOGICAL SCIENCES CURRICULUM STUDY, BIOLOGY, COOPERATIVE COLLEGE SCHOOL SCIENCE PROGRAM, ELEMENTARY SCIENCE STUDY, INSERVICE TEACHER EDUCATION, NATIONAL SCIENCE FOUNDATION, PROGRAM DESCRIPTIONS, SCIENCE A PROCESS APPROACH, SCIENCE TEACHERS,

PROGRAMS DESIGNED TO IMPROVE ELEMENTARY AND SECONDARY SCHOOL SCIENCE INSTRUCTION THROUGH THE IMPLEMENTATION OF NEW SCIENCE COURSES ARE DESCRIBED IN THREE ANNUAL REPORTS. TEACHERS ATTENDED INTENSIVE SUMMER PROGRAMS THAT WERE PLANNED AND CONDUCTED BY COLLEGE AND UNIVERSITY PROFESSORS AND BY TEACHERS WHO HAD PREVIOUS EXPERIENCE TEACHING THE NEW COURSES. PROGRAM FEATURES INCLUDED (1) LECTURES BY OUTSTANDING SCIENTISTS ON CURRENT RESEARCH ACTIVITIES, (2) DISCUSSION SESSIONS, AND (3) LABORATORY ACTIVITIES. MEETINGS CONDUCTED DURING THE NEXT ACADEMIC YEAR DEALT WITH PROBLEMS ENCOUNTERED IN THE IMPLEMENTATION AND TEACHING OF THE NEW PROGRAMS. THE PARTICIPANTS' SUBJECTIVE EVALUATION OF THE PROGRAMS AND THE NATURE OF THEIR SUBSEQUENT TEACHING ACTIVITIES WERE DETERMINED THROUGH FOLLOW-UP STUDIES. SCHOOL ADMINISTRATORS' OPINIONS CONCERNING THE IMPLEMENTATION OF NEW SCIENCE COURSES AND THE EFFECT OF THE COOPERATIVE PROGRAM ON TEACHERS WERE OBTAINED THROUGH THE USE OF QUESTIONNAIRES. (AG)

ED 013 217 SE 002 555

RIPLLE, RICHARD E. ROCKCASTLE, VERNEN.

PIAGET REDISCOVERED—SELECTED PAPERS FROM A REPORT OF THE CONFERENCE OF COGNITIVE STUDIES AND CURRICULUM DEVELOPMENT (MARCH 1964).

NATIONAL ASSN. FOR RESEARCH IN SCIENCE TEACHING

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COGNITIVE DEVELOPMENT, *CONFERENCES, *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *INTELLECTUAL DEVELOPMENT, *LEARNING PROCESSES, *LEARNING THEORIES, *SECONDARY SCHOOL SCIENCE, BIBLIOGRAPHIES, CORNELL UNIVERSITY, ELEMENTARY SCHOOL SCIENCE PROJECT, NATIONAL SCIENCE FOUNDATION, PIAGET, SCIENCE COURSE IMPROVEMENT PROJECT, SCIENCE CURRICULUM IMPROVEMENT STUDY, UNITED STATES OFFICE OF EDUCATION, UNIVERSITY OF CALIFORNIA.

SELECTED PAPERS FROM TWO 1964 CONFERENCES ON THE RELATIONSHIP OF COGNITIVE STUDIES AND CURRICULUM DEVELOPMENT ARE INCLUDED IN THIS JOURNAL. SUBJECTS CONSIDERED ARE (1) DEVELOPMENT AND LEARNING, (2) AMERICAN COGNITIVE STUDIES, (3) THE RELATIONSHIP BETWEEN COGNITIVE STRUCTURE AND EXPERIENCE, (4) THE USE OF LEARNING RESEARCH IN CURRICULUM DEVELOPMENT, (5) THE THEORETICAL IMPLICATIONS OF PIAGET'S THEORIES FOR CURRICULUM REVISION, (6) THE DEVELOPMENT AND ASSESSMENT OF COGNITIVE STRUCTURES, (7) THE RELATIONSHIP BETWEEN INTERNAL NECESSITY AND CONTRADICTION IN CHILDREN'S INTELLECTUAL DEVELOPMENT, (8) COGNITIVE DEVELOPMENT AND CONCEPT LEARNING, AND (9) THE ILLINOIS STUDIES IN INQUIRY TRAINING PROJECT. OTHER PAPERS ARE DEVOTED TO (1) A SCALE OF MENTAL DEVELOPMENT, AND (2) THE TRANSITION FROM CONCRETE TO ABSTRACT FUNCTIONING. A SERIES OF REPORTS ON CURRICULUM PROJECTS IN SCIENCE AND MATHEMATICS IS INCLUDED. SEVERAL PAPERS CONTAIN EXTENSIVE BIBLIOGRAPHIES. THIS DOCUMENT IS AVAILABLE AS THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 2, ISSUE 3, SEPTEMBER 1964 FOR \$3.00 FROM JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016. (AG)

ED 013 218 SE 002 771

PHYSICS TODAY—INTRODUCTORY PHYSICS EDUCATION.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE SCIENCE, *CURRICULUM DEVELOPMENT, *PHYSICAL SCIENCES, *PHYSICS, *SECONDARY SCHOOL SCIENCE, BERKELEY PHYSICS COURSE, COMMISSION ON COLLEGE PHYSICS, ENGINEERING CONCEPTS CURRICULUM PROJECT, ENGLAND, HARVARD PROJECT PHYSICS, INTRODUCTORY PHYSICAL SCIENCE, NUFFIELD PROJECT, PHYSICAL SCIENCE FOR NON SCIENCE STUDENTS, PHYSICAL SCIENCE STUDY COMMITTEE, SCIENCE COURSE IMPROVEMENT PROJECT, STUDENT ENROLLMENT.

THIS SPECIAL ISSUE OF "PHYSICS TODAY" REVIEWS THE STATUS OF SECONDARY SCHOOL PHYSICS, AS WELL AS COLLEGE PHYSICS AND PHYSICAL SCIENCE. SECONDARY LEVEL PROJECTS INCLUDE PHYSICAL SCIENCE STUDY COMMITTEE

PHYSICS, HARVARD PROJECT PHYSICS, THE ENGINEERING CONCEPTS CURRICULUM PROJECT, AND THE NUFFIELD PROJECT. THOSE AT THE COLLEGE LEVEL INCLUDE THE FEYNMAN LECTURES, THE BERKELEY PHYSICS COURSE, THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY COURSE, THE SCIENCE COURSES FOR BACCALAUREATE EDUCATION PROJECT, AND THE PHYSICAL SCIENCE FOR NON-SCIENTISTS PROJECT. PROJECT RESUMES GENERALLY INCLUDE INFORMATION CONCERNING PROJECT DEVELOPMENT, OBJECTIVES, MATERIALS, EVALUATION PROCEDURES, AND FUTURE PLANS. SOME RESUMES ALSO INCLUDE DESCRIPTIONS OF COURSE CONTENT AND LABORATORY ACTIVITIES. OTHER ARTICLES DESCRIBE THE STRUCTURE AND FUNCTION OF THE COMMISSION FOR COLLEGE PHYSICS AND ENROLLMENT TRENDS FOR COLLEGE PHYSICS MAJORS. THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN INSTITUTE OF PHYSICS, 335 EAST 45TH STREET, NEW YORK, NEW YORK 10017. (AG)

ED 013 219

SE 002 776

STOLLER, DAVID S.

REPORT ON THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT'S SYMPOSIUM ON THE APPLICATION OF OPERATIONS ANALYSIS TO EDUCATIONAL PROBLEMS (OSLO, SEPTEMBER 28-30, 1966).

NATIONAL CENTER FOR EDUCATIONAL STATISTICS DHEW

REPORT NUMBER TN-6

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *CONFERENCE REPORTS, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *SYSTEMS ANALYSIS, ECONOMICS, EDUCATIONAL ADMINISTRATION, EDUCATIONAL PROBLEMS, EVALUATION, NATIONAL CENTER FOR EDUCATIONAL STATISTICS, NORWAY, OPERATIONS ANALYSIS, ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT, OSLO, UNITED STATES OFFICE OF EDUCATION.

PROCEEDINGS FROM A 1966 CONFERENCE OF THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT ON THE USE OF SYSTEMS ANALYSIS IN EDUCATION ARE REPORTED. PARTICIPANTS FROM EUROPE AND THE UNITED STATES CONSIDERED THE APPLICATION OF QUANTITATIVE METHODS AND TECHNOLOGICAL DEVELOPMENTS TO EDUCATIONAL PROBLEMS. THEY AGREED—(1) THAT THE TECHNIQUES HAVE POTENTIAL CONTRIBUTIONS TO EDUCATIONAL INNOVATION AND CHANGE, BOTH FOR THE DIRECT MEASUREMENT OF LEARNING PROGRESS, AND FOR THE OVERALL ANALYSIS OF THE EDUCATIONAL SYSTEM. (2) THAT THE ESTABLISHMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT PILOT PROJECTS WITH THE OPERATIONS ANALYSIS APPROACH SHOULD BE INVESTIGATED, AND (3) THAT THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT SHOULD KEEP ALL MEMBER COUNTRIES INFORMED OF DEVELOPMENTS FOR LATER REVIEW. TOPICS FOR DISCUSSION DURING A PROPOSED 1967 CONFERENCE ARE LISTED. (AG)

ED 013 220

24

SE 002 892

RICHARDSON, JOHN S. HOWE, ROBERT W.

THE ROLE OF CENTERS FOR SCIENCE EDUCATION IN THE PRODUCTION, DEMONSTRATION, AND DISSEMINATION OF RESEARCH.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER CRP-Y-002

PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$4.44 134P.

DESCRIPTORS *CONFERENCES, *RESEARCH METHODOLOGY, *SCIENCE EDUCATION, *SCIENCE EDUCATION CENTERS, COLUMBUS, EDUCATIONAL PROBLEMS, EDUCATIONAL RESEARCH, OHIO, OHIO STATE UNIVERSITY, RESEARCH PROBLEMS, RESEARCHERS, UNITED STATES OFFICE OF EDUCATION.

CONTRACT OEC-5-10-335
PROCEEDINGS FROM A CONFERENCE HELD AT COLUMBUS, OHIO, FOR THE IMPROVEMENT OF RESEARCH IN SCIENCE EDUCATION ARE REPORTED. PAPERS PRESENTED AT THE CONFERENCE ANALYZED STRENGTHS AND WEAKNESSES OF RECENT RESEARCH IN SCIENCE EDUCATION, IDENTIFIED RESOURCES, MODELS, AND THEORY FOR IMPROVING RESEARCH IN SCIENCE EDUCATION, IDENTIFIED ISSUES AND PROBLEMS IN SCIENCE EDUCATION, REPORTED ON THE ORGANIZATION AND FUNCTIONS OF SCIENCE EDUCATION CENTERS, PROPOSED STRATEGIES FOR CHANGING EDUCATIONAL PRACTICE, AND SUGGESTED GUIDELINES FOR ORGANIZING THE RESEARCH ENTERPRISE IN SCIENCE EDUCATION TO FACILITATE RESEARCH ACTIVITIES AND INCREASE THE IMPACT OF RESEARCH FINDINGS ON CLASSROOM PRACTICE. A SUMMARY OF THE CONFERENCE PROCEEDINGS AND RECOMMENDATIONS OF THE CONFERENCE PARTICIPANTS IDENTIFY BASIC PROBLEMS IN SCIENCE EDUCATION RESEARCH AND SUGGEST ACTION FOR ALLEVIATING AND RESOLVING THESE DIFFICULTIES. THE SUGGESTIONS INCLUDE DEVELOPING A COORDINATING CENTER FOR SCIENCE EDUCATION WITH MULTIPLE FUNCTIONS TO ASSIST RESEARCHERS AND PRACTITIONERS CONCERNED WITH THE TEACHING AND LEARNING OF SCIENCE, PROVIDING INCREASED RESEARCH TIME FOR RESEARCHERS, DEVELOPING COOPERATIVE AND RELATED INVESTIGATIONS, AND IMPROVING COMMUNICATION AMONG RESEARCHERS AND BETWEEN RESEARCHERS AND PRACTITIONERS. (AG)

ED 013 221

SE 002 925

THE ART OF QUESTIONING IN SCIENCE, SUMMARY AND IMPLICATIONS.

LOS ANGELES CITY SCHOOLS, CALIFORNIA

REPORT NUMBER LACS-IB-EC-131

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *ELEMENTARY SCHOOL SCIENCE, *QUESTIONING TECHNIQUES, *TEACHING TECHNIQUES, BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES, CALIFORNIA, INSTRUCTION, LOS ANGELES, LOS ANGELES CITY SCHOOLS, PROBLEM SOLVING, TEACHING GUIDES.

THE EFFECTIVE USE OF QUESTIONING IN THE TEACHING OF ELEMENTARY SCHOOL SCIENCE IS DISCUSSED IN THIS BULLETIN. SAMPLE QUESTIONS ARE USED TO ILLUSTRATE (1) WAYS IN WHICH KEY WORDS AFFECT PUPIL INVESTIGATIONS AND (2) PATTERNS OF QUESTIONING THAT RESULT IN STUDENT DECISION-MAKING AND PUPIL-DIRECTED PROCEDURES. A BRIEF REVIEW OF THE

COGNITIVE AND AFFECTIVE DOMAINS INCLUDED IN THE "TAXONOMY OF EDUCATIONAL OBJECTIVES" IS USED TO INTRODUCE LEVELS OF LEARNING AND RELATED QUESTION TYPES. THE COGNITIVE DOMAIN INCLUDES KNOWLEDGE, COMPREHENSION, APPLICATION, ANALYSIS, SYNTHESIS, AND EVALUATION. THE AFFECTIVE DOMAIN INCLUDES RESPONDING TO STIMULI, VALUING, CONCEPTUALIZATION, ORGANIZATION, AND CHARACTERIZATION. THE RELATIONS BETWEEN THE DOMAINS ARE DISCUSSED AND THE RATIONALE FOR USING PARTICULAR QUESTIONS TO ILLUSTRATE SELECTED LEVELS IN THEM IS CONSIDERED. SUGGESTIONS FOR THE IMPROVEMENT OF STUDENTS' ABILITIES TO STRUCTURE AND ASK QUESTIONS, QUESTIONING GUIDELINES FOR TEACHERS, AND A BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE AS BULLETIN NO. EC-131 FROM THE LOS ANGELES CITY SCHOOLS, DIVISION OF INSTRUCTIONAL PLANNING AND SERVICES, CALIFORNIA. (AG)

ED 013 222 SE 002 962
MELLON, M.G.

CHEMICAL PUBLICATIONS, THEIR NATURE AND USE.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHEMISTRY, *COLLEGE SCIENCE, *LIBRARY INSTRUCTION, *REFERENCE MATERIALS, BIBLIOGRAPHIES, DICTIONARIES, DIRECTORIES, DOCTORAL THESES, ENCYCLOPEDIAS, PERIODICALS, TEXTBOOKS.

THIS PUBLICATION CONTAINS AN ANALYSIS OF TYPES OF CHEMICAL LITERATURE, WHERE THEY MAY BE OBTAINED, AND HOW THEY SHOULD BE USED. PRIMARY, SECONDARY, AND TERTIARY SOURCES OF INFORMATION ARE ANALYZED. PRIMARY SOURCES INCLUDE PERIODICALS, UNITED STATES AND FOREIGN GOVERNMENT PUBLICATIONS, UNITED NATIONS PUBLICATIONS, REPORTS OF NON-GOVERNMENTAL INSTITUTIONS, PATENTS, DISSERTATIONS, AND MANUFACTURER'S TECHNICAL PUBLICATIONS. INDEX AND REVIEW SERIALS, ABSTRACTING JOURNALS, BIBLIOGRAPHIES, INDEXES, TABULAR COMPILATIONS, DICTIONARIES, ENCYCLOPEDIAS, FORMULARIES, TREATISES, MONOGRAPHS, AND TEXTBOOKS COMPRISE THE SECONDARY SOURCES. SUCH GUIDES AND DIRECTORIES AS BIOGRAPHIES AND BOOK LISTS ARE TERTIARY SOURCES EXAMINED. RESUMES FOR PARTICULAR TYPES OF PUBLICATIONS CONTAIN (1) GENERAL INFORMATION, (2) AN EXPLANATION OF THEIR USE, (3) A DESCRIPTION OF THEIR POTENTIAL VALUE TO THE CHEMIST, AND (4) LISTS OF CITATIONS FOR AVAILABLE PUBLICATIONS. DETAILED INSTRUCTIONS FOR SEARCHING CHEMICAL LITERATURE AND FORMS FOR STUDENT LIBRARY PROBLEMS ARE ALSO INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$9.50 FROM MCGRAW-HILL BOOK COMPANY, MANCHESTER ROAD, MANCHESTER, MISSOURI 63011. (AG)

ED 013 223 SE 003 097
REGULATIONS AND SYLLABUSES, 1968.

ASSOCIATED EXAMINING BOARD, ALDERSHOT, HAMPSHIRE

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION, *SECONDARY EDUCATION, *STUDENT EVALUATION, ANATOMY, ASSOCIATED EXAMINING BOARD, BIOLOGY, BOTANY, CHEMISTRY, EARTH SCIENCE, ELECTRONICS, ENGLISH, ENGLISH, GENERAL SCIENCE, GEOLOGY, HISTORY, INDUSTRIAL ARTS, LATIN, MATHEMATICS, MODERN LANGUAGES, MUSIC, PHYSICS, PHYSIOLOGY, SECONDARY SCHOOL MATHEMATICS, SECONDARY SCHOOL SCIENCE, ZOOLOGY.

EXAMINATIONS USED IN AWARDED EDUCATIONAL CERTIFICATES TO STUDENTS. IN ENGLISH SECONDARY SCHOOLS IN 1968 ARE DESCRIBED IN THIS MANUAL. IT IS WRITTEN PRIMARILY FOR HEADS OF COLLEGES AND SCHOOLS AND DESCRIBES IN DETAIL THE PROCEDURES AND REGULATIONS FOR THE ADMINISTRATION OF EXAMINATIONS IN ALL SUBJECT AREAS. EXAMINATIONS MAY BE TAKEN AT THE ORDINARY OR ADVANCED LEVEL AND SPECIAL EXAMINATIONS ARE AVAILABLE FOR ABLE STUDENTS. PRACTICAL EXAMINATIONS ARE REQUIRED IN MANY SUBJECT AREAS. SCIENCE EXAMINATIONS ARE GIVEN IN ANATOMY, BIOLOGY, BOTANY, CHEMISTRY, ELECTRONICS, GEOLOGY, HUMAN BIOLOGY, PHYSIOLOGY, PHYSICS AND ZOOLOGY. INDIVIDUAL SYLLABUSES INCLUDE (1) GENERAL INFORMATION ON THE LENGTH AND NATURE OF THE EXAMINATION, AND (2) A DESCRIPTION OF THE SUBJECT MATTER PREREQUISITES. THIS DOCUMENT IS AVAILABLE FOR \$1.45 FROM THE ASSOCIATED EXAMINING BOARD, WELLINGTON HOUSE, STATION ROAD, ALDERSHOT, HAMPSHIRE. (AG)

ED 013 224 SE 003 099
LEVINE, MILTON AND OTHERS

AMERICAN SCIENCE MANPOWER, 1964-A REPORT OF THE NATIONAL REGISTER OF SCIENTIFIC AND TECHNICAL PERSONNEL. NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C. F

REPORT NUMBER NSF-66-29

PUB DATE 66

EDRS PRICE MF-\$1.00 HC-\$9.12 226P.

DESCRIPTORS *HUMAN RESOURCES, *INDIVIDUAL CHARACTERISTICS, *OCCUPATIONAL INFORMATION, *SCIENTIFIC MANPOWER, *SURVEYS, AGRICULTURE, BIOLOGY, CHEMISTRY, COLLEGE SCIENCE, EARTH SCIENCE, ECONOMICS, EDUCATIONAL BACKGROUND, EMPLOYMENT EXPERIENCE, FEMALES, GEOGRAPHIC DISTRIBUTION, LINGUISTICS, MALES, MATHEMATICS, NATIONAL SCIENCE FOUNDATION, PERSONNEL DATA, PHYSICS, PSYCHOLOGY, SALARIES, SCIENCE TEACHERS, SCIENTISTS.

INFORMATION FROM THE 1964 NATIONAL REGISTER OF SCIENTIFIC AND TECHNICAL PERSONNEL ON THE SUPPLY, UTILIZATION, AND CHARACTERISTICS OF THE NATION'S SCIENTIFIC MANPOWER RESOURCES IS REPORTED. A QUESTIONNAIRE WAS USED TO OBTAIN DATA FROM 224,000 PERSONS INCLUDING (1) KNOWN QUALIFIED SCIENTISTS, (2) RECENT GRADUATES OF COLLEGE SCIENCE PROGRAMS, (3) MEMBERS OF PROFESSIONAL ORGANIZATIONS, (4) SUBSCRIBERS TO PROFESSIONAL JOURNALS, AND (5) NON-MEMBER REGISTRANTS OF PROFESSIONAL MEETINGS. FIELDS COVERED INCLUDED AGRICULTURE, BIOLOGY, PSYCHOLOGY, CHEMISTRY, EARTH SCIENCE, PHYSICS, ASTRONOMY, MATHEMATICS, METEOROLOGY, ECONOMICS, LINGUISTICS, SOCIOLOGY, AND STATISTICS. THE INFORMATION IS PRESENTED IN FOUR SECTIONS COVERING A WIDE RANGE OF

SUBJECTS. THESE INCLUDE EDUCATIONAL BACKGROUND, EMPLOYMENT, SALARIES, AND GEOGRAPHIC DISTRIBUTION. GENERAL CHARACTERISTICS OF ALL REGISTERED SCIENTISTS ARE REPORTED IN PART I OF THE REGISTER. PART II SUMMARIZES IN MORE DETAIL THE MAJOR CHARACTERISTICS OF THE SCIENTIFIC POPULATION. PART III INCLUDES A SERIES OF SELECTED STATISTICAL TABLES THAT PERMIT COMPARISON OF RELATIONSHIPS BETWEEN TWO VARIABLES FOR A NUMBER OF SEPARATE SUBPOPULATIONS. APPENDICES INCLUDE (1) DETAILED DATA FROM WHICH DATA USED IN OTHER PARTS OF THE REPORT WERE SELECTED, (2) A COPY OF THE QUESTIONNAIRE USED IN THE SURVEY, (3) A LIST OF SUBFIELDS INCLUDED IN EACH SCIENTIFIC AND TECHNICAL FIELD, AND (4) A LANGUAGE FAMILY LIST. A SUBJECT GUIDE TO SPECIFIC INFORMATION ON THE NUMBERS AND SALARIES OF SCIENTISTS IS INCLUDED. THIS DOCUMENT IS AVAILABLE AS NSF 66-29 FOR \$1.25 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (AG)

ED 013 225 SE 003 100

LEE, PHILIP R. AND OTHERS

CONFERENCE ON ALCOHOL EDUCATION (WASHINGTON, D.C., MARCH 29, 1966).

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

PUB DATE MAR 66

EDRS PRICE MF-\$0.50 HC-\$3.00 75P.

DESCRIPTORS *BIOLOGY, *CONFERENCE REPORTS, *ELEMENTARY EDUCATION, *HEALTH EDUCATION, *SECONDARY EDUCATION, ALCOHOL EDUCATION, EDUCATIONAL OBJECTIVES, INSTRUCTION, TEACHER EDUCATION, UNITED STATES DEPARTMENT OF HEALTH EDUCATION AND WELFARE.

PROCEEDINGS FROM A 1966 CONFERENCE ON ALCOHOL EDUCATION ARE REPORTED. THE FUNCTIONS OF THE UNITED STATES OFFICE OF EDUCATION, RELATIVE TO ALCOHOL EDUCATION, AND THE POTENTIAL CONTRIBUTIONS OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT TO INNOVATIVE HEALTH EDUCATION PROGRAMS ARE DISCUSSED. CHANGES IN THE SOCIAL STRUCTURE OF THE UNITED STATES, PREVAILING ATTITUDES AND BELIEFS CONCERNING ALCOHOL, AND THE CORRESPONDING DEVELOPMENT OF ALCOHOL EDUCATION PROGRAMS IN THE SCHOOLS ARE REVIEWED. DATA OBTAINED FROM STUDIES INVOLVING (1) 8,000 MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL STUDENTS, (2) 20,000 INHABITANTS OF AN EASTERN UNITED STATES COMMUNITY, AND (3) PREVIOUS RESEARCH ON ALCOHOL EDUCATION ARE REVIEWED. IMPLICATIONS FOR EXISTING APPROACHES TO HEALTH EDUCATION ARE IDENTIFIED. SUGGESTIONS FOR (1) THE APPLICATION OF ESTABLISHED THEORIES OF LEARNING TO PROGRAMS FOR ALCOHOL EDUCATION AND (2) THE MODIFICATION OF TEACHER EDUCATION PROGRAMS TO INCLUDE PREPARATION FOR THE TEACHING OF ALCOHOL EDUCATION ARE MADE. IN A SERIES OF PAPERS FROM A PANEL DISCUSSION THE PROBLEM OF ALCOHOL EDUCATION IS CONSIDERED FROM THE STANDPOINT OF THE TEACHER, THE ADMINISTRATOR, AND THE HEALTH EDUCATOR. THIS DOCUMENT IS AVAILABLE FOR \$0.45 FROM THE SUPERINTENDENT OF DOCUMENTS.

ED 013 226

SE 003 101

YATES, B.

HOW TO FIND OUT ABOUT PHYSICS.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE SCIENCE,
*PHYSICS, *SECONDARY SCHOOL
SCIENCE, BIOGRAPHIES, DICTIONARIES,
ENCYCLOPEDIAS, INFORMATION CEN-
TERS, SCIENCE CAREERS, TEXTBOOKS,

SOURCES OF PHYSICS INFORMATION
ARE INCLUDED IN THIS GUIDE. IT WAS
WRITTEN FOR STUDENTS AND TEACHERS
OF PHYSICS, AT BOTH THE COLLEGE AND
SECONDARY LEVELS. PHYSICISTS, LI-
BRARIANS, AND THE GENERAL PUBLIC.
MATERIALS QUOTED WERE PUBLISHED
PRIOR TO 1963 AND WERE SELECTED ON
THE BASIS OF THE AUTHOR'S EXPERI-
ENCE AS AN INFORMATION SCIENTIST.
DEWEY DECIMAL CLASSIFICATION
CLASS NUMBERS ARE INCLUDED FOR
ALL MAJOR CATEGORIES OF LITERA-
TURE CITED. REFERENCES DEALING
WITH CAREERS IN PHYSICS AND GENER-
AL CATEGORIES OF LITERATURE WHICH
INCLUDE BOOKS, DOCUMENTS, PERIODI-
CALS, AND ABSTRACTS ARE DESCRIBED
IN CHAPTERS 1-6. SECTIONS ON INDIV-
IDUAL TYPES OF PUBLICATIONS GENER-
ALLY INCLUDE (1) BACKGROUND INFOR-
MATION, (2) AN EXPLANATION OF HOW
THE DOCUMENT IS USED, (3) A DISCU-
SION OF ITS USEFULNESS, AND (4) SPECI-
FIC CITATIONS OF AVAILABLE MATERIA-
LS. INFORMATION ON SCIENTIFIC SO-
CITIES, RESEARCH ORGANIZATIONS,
AND INFORMATION CENTERS IS INCLUD-
ED IN CHAPTER 7. THE REMAINING CHAP-
TERS CONTAIN INFORMATION RELATED
TO PARTICULAR AREAS OF PHYSICS.
THESE ARE (1) RELATIVITY, QUANTUM
MECHANICS, STATISTICAL MECHANICS,
MATHEMATICAL PHYSICS, EXPERIMEN-
TAL DESIGN, AND INSTRUMENTS, (2) ME-
CHANICS AND SOUND, (3) OPTICS, (4) HEAT,
(5) ELECTRICITY AND MAGNETISM, (6)
ATOMIC, MOLECULAR, AND NUCLEAR
PHYSICS, AND (7) CRYSTALLOGRAPHY
AND X-RAY DIFFRACTION. GENERAL CA-
TEGORIES OF PUBLICATIONS ARE DES-
CRIBED AND SPECIFIC WORKS ARE CITED
FOR EACH SUBDIVISION. THIS DOCU-
MENT IS AVAILABLE FOR \$2.95 FROM PER-
GAMON PRESS, INC., 44-01 21ST STREET,
LONG ISLAND CITY, NEW YORK 11101. (AG)

ED 013 227

SE 003 113

SUYDAM, MARILYN N.

COMPILATION OF RESEARCH RESULTS IN
ELEMENTARY ARITHMETIC SINCE 1900.
FINAL REPORT.

PENNSYLVANIA STATE UNIV., UNIVERSI-
TY PARK

PUB DATE AUG 67

EDRS PRICE MF-\$0.50 HC-\$3.64 74P.

DESCRIPTORS *EDUCATIONAL RE-
SEARCH, *ELEMENTARY SCHOOL MATHE-
MATICS, *RESEARCH, BIBLIOGRAPHIES,
CONCEPT FORMATION, DOCTORAL THESE-
S, EDUCATIONAL OBJECTIVES, EVALUAT-
ION, INSTRUCTION, LEARNING
THEORIES, MATHEMATICS, PENNSYLV-
ANIA, PENNSYLVANIA STATE UNIVERSI-
TY, UNITED STATES OFFICE OF EDUCA-
TION, UNIVERSITY PARK,
GRANT OEG-1-7-068592-0174

RESEARCH RELATED TO THE TEACH-
ING OF ELEMENTARY SCHOOL MATHE-
MATICS PUBLISHED IN THE UNITED

STATES BETWEEN 1900 AND 1965 IS REV-
IEWED. THE 799 REPORTS INCLUDED IN
THE STUDY WERE OBTAINED FROM A RE-
VIEW OF REPORTS IN 50 JOURNALS. RE-
PORTS ARE CATEGORIZED ON THE BASIS
OF MATHEMATICAL TOPIC AND TYPE OF
STUDY. TOPICS INCLUDED ARE EDUCA-
TIONAL OBJECTIVES AND INSTRUCC-
TIONAL PROCEDURES, TOPICAL PLACEM-
ENT, BASIC CONCEPTS AND METHODS OF
TEACHING THEM, MATERIALS, INDIV-
IDUAL DIFFERENCES, EVALUATION, AND
LEARNING THEORY. CRITERIA USED IN
EVALUATION INCLUDED (1) PRACTICAL
AND THEORETICAL SIGNIFICANCE, (2)
CLARITY OF THE PROBLEM DEFINITION,
(3) APPROPRIATENESS OF THE DESIGN TO
THE RESEARCH QUESTION, (4) CONTROL
OF VARIABLES, (5) SAMPLE SELECTION
TECHNIQUES, (6) VALIDITY AND RELI-
ABILITY OF MEASURING DEVICES, (7) ANA-
LYTICAL TECHNIQUES, (8) APPROPRIATE-
NESS OF INTERPRETATIONS AND GEN-
ERALIZATIONS, AND (9) ADEQUACY OF
THE REPORT. SPECIFIC INFORMATION ON
STATISTICAL PROCEDURES, VARIABLES
CONTROLLED, SAMPLING PROCEDURE
AND POPULATION SIZE, TYPE OF TEST,
GRADE LEVEL, AND DURATION IS IN-
CLUDED WHERE APPLICABLE FOR EACH
REPORT. CONCLUSIONS WHICH APPEAR
TO BE CONSISTENT WITH THE DATA IN
EACH STUDY ARE REPORTED. APPENDIX-
ES CONTAIN--(1) LISTS OF REVIEWS, TOPI-
CAL SUMMARIES, AND BIBLIOGRAPHIES
OF RESEARCH, (2) FREQUENCY TABLES
FOR REPORTS ACCORDING TO JOURNAL
SOURCE, MATHEMATICAL TOPIC, AND
TIME OF PUBLICATION, (3) DETAILS OF
OUTLINES AND DEFINITIONS USED IN
CLASSIFYING AND RATING STUDIES, AND
(4) A COPY OF THE INSTRUMENT USED IN
THE EVALUATION OF RESEARCH
STUDIES. (AG)

ED 013 228

SP 000 874

COOKINGHAM, FRANK WARD, TED W.

CLINICAL RESEARCH--A TWO-WAY STREET
BETWEEN RESEARCH AND PRACTICE.

MICHIGAN ST. UNIV., EAST LANSI-
NG, COLL. OF EDUC.

REPORT NUMBER 52

PUB DATE 28 JUN 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *EDUCATIONAL RE-
SEARCH, *FIELD STUDIES, *RESEARCH,
*RESEARCHERS, *TEACHERS, BI-
BLIOGRAPHIES, CLASSROOM ENVIRONM-
ENT, FOCUSED OBSERVATION FORM, OBS-
ERVATION, RESEARCH TOOLS, TEACH-
ING MODELS,

A CASE IS MADE FOR CLINICAL RE-
SEARCH AS A 2-WAY STREET BETWEEN
EDUCATIONAL RESEARCH AND PRACTICE.
EDUCATIONAL RESEARCH IS DEFINED AS
"THE DEVELOPMENT OF APPROPRIATE
TECHNIQUES FOR THE MAN-
AGEMENT OF THE LEARNING PROCESS IN
AN EDUCATIONAL SETTING," THUS QUES-
TIONING THE RELEVANCY OF "BASIC" VS.
"APPLIED" THEORIES. CLINICAL RE-
SEARCH STUDIES CONSIST OF 3 STAGES--
(1) EXPLORATORY OBSERVATION (A FO-
CUSED OBSERVATION FORM IS USED BY
PRACTITIONER A TO SUMMARIZE SITUAT-
ION, TEACHER ACT, AND CONSEQUENCES
OF PRACTITIONER B, WITH A ASKING B TO
VERIFY THE SUMMARY), (2) REFLECTIVE
OBSERVATION (A ASKS B WHY HE PER-
FORMED THE TEACHER ACT AND IF IT IL-
LUSTRATES HIS TEACHING BELIEF,
STAGE 1 RESULTS ARE REVIEWED BY
PEOPLE FAMILIAR WITH TEACHING EN-
VIRONMENT AND RESEARCH LITERA-
TURE AND HYPOTHESES ARE MADE), (3)

VERIFICATION (BRINGING TOGETHER OF
EXPLORATORY AND REFLECTIVE VERIFI-
CATIONS), COMPARISON OF CLINICAL
RESEARCH TECHNIQUES WITH THOSE
USED IN OTHER TYPES OF RESEARCH
SHOW THE FOLLOWING CLINICAL RE-
SEARCH OUTCOMES--(1) PRACTITIONERS
ARE TRAINED TO SYSTEMATICALLY OB-
SERVE THEIR EVERYDAY ENVIRONMENT
AND TO ACT IN ACCORDANCE, (2) RELA-
TIONS BETWEEN PARTICULAR PRACTI-
TIONER BEHAVIORS AND RELEVANT RE-
SEARCH FINDINGS ARE MADE EXPLICIT
TO SERVE AS FOCAL POINTS FOR MORE
RELEVANT RESEARCH AND EFFECTIVE
PRACTICE, (3) AN EASILY REVISABLE
MODEL OF TEACHING IN A PARTICULAR
SCHOOL SYSTEM IS PRODUCED FOR USE
IN PRE- AND IN-SERVICE TRAINING. (AF)

ED 013 229

SP 001 026

LONG, CHARLES M.

PROGRAM IN THE PREPARATION OF COL-
LEGE GRADUATES TO TEACH IN ELEMEN-
TARY SCHOOLS IN URBAN DISADVAN-
TAGED AREAS.

CITY UNIV. OF NEW YORK, BROOKLYN
COLL.

PUB DATE NOV 66

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *DISADVANTAGED
YOUTH, *GRADUATE STUDY, *ON THE JOB
TRAINING, *STUDENT TEACHING, COM-
MUNITY INVOLVEMENT, COMMUNITY
ROLE, DISADVANTAGED SCHOOLS,
TEACHER CERTIFICATION,

TO HELP COLLEGE GRADUATES WITH
NO PREVIOUS PREPARATION FOR TEACH-
ING TO QUALIFY AS TEACHERS IN ELEM-
ENTARY SCHOOLS IN DEPRESSED AREAS
OF NEW YORK CITY, THIRTY TO FORTY
STUDENTS ARE ADMITTED EACH YEAR
TO A NEW TWO-STAGE, 45-CREDIT, GRAD-
UATE PROGRAM OF TRAINING LEADING
TO THE M.S. IN EDUCATION. STUDENTS
ARE SELECTED ON THE BASIS OF ACADEM-
IC QUALIFICATIONS, LIFE-EXPERI-
ENCE OR VOCATIONAL SKILLS AND AN
EXPRESSED COMMITMENT TO TEACHING
DISADVANTAGED CHILDREN. TRAINING
CONSISTS OF (1) TWO SEMESTERS AND A
SUMMER OF FULL-TIME STUDY LEADING
TO A PROVISIONAL CERTIFICATE AND
PAID EMPLOYMENT AS A TEACHER AND
(2) CONTINUATION OF GRADUATE STUDY
ON A PART-TIME BASIS LEADING TO PER-
MANENT CERTIFICATION AND THE
MASTER'S DEGREE. THE PROGRAM ALSO
(3) PROVIDES ON-THE-JOB ASSISTANCE TO
THE BEGINNING TEACHER DURING HIS
FIRST YEAR OF SERVICE, (4) SHIFTS THE
LOCALE OF TRAINING FROM THE COL-
LEGE CLASSROOM TO THE COMMUNITY
AND THE DISADVANTAGED SCHOOL, AND
(5) ADJUSTS THE TRAINEES' SUBJECT
MATTER SO THAT IT DIRECTLY AIDS IN
THE TEACHING OF THE DISADVANTAGED.
AMONG THE PROBLEMS ENCOUNTERED
HAVE BEEN (1) TRAINEE SELECTION (NOT
ALL THE TRAINEES COULD LEARN TO
WORK EFFECTIVELY WITH THE DISAD-
VANTAGED), (2) THE INSENSITIVITY OF
SOME PUBLIC SCHOOL PERSONNEL AND
COLLEGE INSTRUCTORS TO PROBLEMS
OF THE DISADVANTAGED, (3) HIGHLY RE-
GIMENTED, HIGH-CONFLICT SCHOOLS,
AND (4) CONTENT AND TIMING OF TRAIN-
ING EXPERIENCES. (AW)

ED 013 230

SP 001 092

RESEARCH UNITS IN LOCAL SCHOOL SYST-
EMS.

NATIONAL EDUCATION ASSN., WASHING-
TON, D.C.

PUB DATE JUL 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *RESEARCH COORDINATING UNITS, *RESPONSIBILITY, *SCHOOL SYSTEMS, *STAFF ROLE, BUDGETING, DATA PROCESSING, EDUCATIONAL RESEARCH, QUESTIONNAIRES, SURVEYS, TABLES (DATA).

QUESTIONNAIRE RESPONSES PROVIDING INFORMATION ABOUT ADMINISTRATIVE STRUCTURE, STAFFING, AND DUTIES OF RESEARCH UNITS WERE RECEIVED FROM 108 OF 130 SCHOOL SYSTEMS HAVING A RESEARCH UNIT. MOST UNITS ARE DIVISIONS OR DEPARTMENTS, WITH DIRECTORS REPORTING TO A SUPERINTENDENT. ONLY 28 UNITS DEVOTE FULL TIME TO RESEARCH. FIFTY SEVEN ARE ALSO INVOLVED IN TESTING, GUIDANCE, PUBLIC INFORMATION, STATISTICS, PLANNING, AND DATA PROCESSING. STAFF SIZE AND BUDGET ARE BASED ON RESPONSIBILITY AND SIZE OF SYSTEM. SIZE HAS LESS EFFECT THAN EXPECTED—THE SMALLEST STAFFS SPENT HALF TO THREE-FOURTHS TIME IN RESEARCH. FIFTY-TWO PERCENT OF THE UNITS CONDUCT SURVEYS FOR OTHER DEPARTMENTS IN THE SYSTEM AS A MAJOR RESPONSIBILITY, 42 PERCENT LIST IT AS MINOR, AND 6 PERCENT DO NOT ENGAGE IN SUCH SURVEYS. ABOUT 30 OTHER DUTIES ARE LISTED. THOSE CITED BY MORE THAN ONE UNIT ARE DEVELOPMENT OF A RESEARCH LIBRARY, PROCESSING REQUESTS FOR PUBLIC LAW 874 AND STATE FUNDS, SALARY SCHEDULES, TEACHER CERTIFICATION AND RETIREMENT, AND PUBLICITY. OF 102 UNITS, 47 SPEND LESS THAN HALF TIME ON RESEARCH, WHILE 77 SPEND LESS THAN HALF TIME ON SURVEYS AND EXPERIMENTAL STUDIES. DOCUMENT AVAILABLE AS ERSC 5, FOR \$2.00 FROM NEA, 1201 16TH ST., N.W., WASHINGTON, D.C. 20036. (AF)

ED 013 231 SP 001 095

SIMON, ANITA AND OTHERS
PROGRAMMING TEACHER-PUPIL INTERACTION PATTERNS.

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *INTERACTION PROCESS ANALYSIS, *STUDENT TEACHING, *TEACHER EDUCATION, *TEACHING STYLES, *TEACHING TECHNIQUES, CLASSROOM BEHAVIOR, COMPUTER PROGRAMS, COOPERATING TEACHERS, DATA PROCESSING, FLANDERS SYSTEM OF INTERACTION ANALYSIS, LEARNING THEORIES, STUDENT TEACHER RELATIONSHIP.

TO DETERMINE WHAT EFFECTS A STUDENT TEACHER'S COURSE WORK HAS ON HIS ACTUAL CLASSROOM BEHAVIOR, 22 STUDENT TEACHERS WERE GIVEN 90 HOURS OF OBSERVATION AND BEHAVIOR TRAINING, WITH PARTICULAR EMPHASIS ON THE FLANDERS SYSTEM OF INTERACTION ANALYSIS. A CONTROL GROUP OF 22 STUDENTS WAS GIVEN TRAINING IN LEARNING THEORY. THE FLANDERS SYSTEM WAS USED TO OBSERVE EACH STUDENT TEACHER TWICE AT THE BEGINNING AND THE END OF THE STUDENT TEACHING EXPERIENCE. THE COOPERATING TEACHERS FOR THE FLANDERS GROUP WERE ALSO GIVEN TRAINING IN THIS SYSTEM. A COMPUTER PROGRAM WAS USED TO ISOLATE SPECIFIC PATTERNS OF STUDENT TEACHING BEHAVIOR WHICH COULD BE ATTRIBUTED TO TRAINING IN SYSTEMATIC CLASSROOM

OBSERVATION AND TO MAKE EASIER THE SHEER WEIGHT OF DATA PROCESSING NECESSARY WITH THE FLANDERS SYSTEM. IT WAS FOUND THAT STUDENT TEACHERS TRAINED IN INTERACTION ANALYSIS TEND TO BE (1) MORE ACCEPTING, (2) LESS CRITICAL, (3) LESS DIRECTIVE, AND HAVE (4) MORE STUDENT INITIATED TALK, (5) MORE EXTENDED STUDENT INITIATED TALK, AND (6) LESS SILENCE AND CONFUSION IN THE CLASSROOM THAN STUDENT TEACHERS TRAINED IN LEARNING THEORY ALONE. IT IS CONCLUDED THAT (A) WHEN BOTH STUDENT AND COOPERATING TEACHERS KNOW INTERACTION ANALYSIS, THE STUDENTS HAVE A MAXIMUM OPPORTUNITY TO DEVELOP THEIR OWN STYLES OF TEACHING AND (B) INTERACTION ANALYSIS APPEARS TO INCREASE INDIVIDUALITY IN TEACHER BEHAVIOR. (AW)

ED 013 232 SP 001 234

WAGNER, PATRICIA F.
TEACHING IN AMERICA, PROCEEDINGS OF THE ANNUAL CONFERENCE (5TH, WASHINGTON, D.C., APRIL 2-4, 1967).

NATIONAL COMMITTEE FOR SUPPORT OF PUBLIC SCHOOLS

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISADVANTAGED SCHOOLS, *EDUCATIONAL POLICY, *EFFECTIVE TEACHING, *STATE SUPERVISION, *URBAN EDUCATION, DISCIPLINE, POETRY, SCHOOL PERSONNEL, TEACHER EDUCATION, TEACHER PERSISTENCE, VOCATIONAL EDUCATION.

THE PROCEEDINGS OF THE ANNUAL CONFERENCE INCLUDED PRESENTATIONS ON THE FOLLOWING TOPICS—(1) "TEACHING IN AMERICA—THE STATE PERSPECTIVE," BY F. KEPPEL (CONCERNED WITH THE PROBABLE GROWTH OF POWERS AT THE STATE LEVEL OVER EDUCATIONAL POLICY AND PRACTICE, POSSIBLE CHANGES IN THE PERSONNEL STRUCTURE OF THE SCHOOLS, AND THE DEMAND BY TEACHERS FOR BETTER SALARY AND WORKING CONDITIONS AND FOR INFLUENCE), (2) "TEACHING IN AMERICA," BY M. TUMIN (A REVIEW OF FINDINGS AND ASSUMPTIONS CONCERNING CRITICAL PROBLEMS), (3) "EDUCATION VIA POETRY," BY J. DICKEY, AND (4) "IMPROVING THE QUALITY OF EDUCATION," BY K.B. CLARK (CONCERNING THE PROBLEMS OF URBAN EDUCATION). SUMMARIES ARE PROVIDED FOR THE 20 SEMINAR SESSIONS ON SOME OF THE FOLLOWING SUBJECTS—(A) CREATING THE RIGHT LEARNING ENVIRONMENT, (B) CLASSROOM BEHAVIOR MANAGEMENT, (C) COMBINING VOCATIONAL AND ACADEMIC INSTRUCTION, (D) IMPROVING TRAINING OF GUIDANCE COUNSELORS, (E) ASPECTS OF TEACHING THE DISADVANTAGED, (F) SCHOOL PERSONNEL, (G) CHARACTERISTICS OF THE GOOD TEACHER, AND (H) TEACHER PERSISTENCE. ALSO INCLUDED ARE THE DIALOGUE BETWEEN TUMIN AND H. TAYLOR ON PERSPECTIVES DERIVED FROM THESE SEMINARS, AND A PANEL DISCUSSION ON "WHAT SHOULD TEACHERS BARGAIN FOR." THIS DOCUMENT IS AVAILABLE FOR \$1.00 FROM NATIONAL COMMITTEE FOR SUPPORT OF THE PUBLIC SCHOOLS, 1424 16TH ST., N.W., WASHINGTON, D.C. 20036. (LC)

ED 013 233 24 SP 001 247

GALLAGHER, JAMES AND OTHERS
A SYSTEM OF TOPIC CLASSIFICATION—

CLASSROOM INTERACTION STUDY.
ILLINOIS UNIV., URBANA, INST.RES.EXC.
EFT.CHILDREN
REPORT NUMBER BR-5-0585
PUB DATE 01 JUN 66

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *CLASSIFICATION, *CLASSROOM COMMUNICATION, *STUDENT TEACHER RELATIONSHIP, *TEACHING MODELS, *TEACHING STYLES, CONCEPT FORMATION, DISCUSSION (TEACHING TECHNIQUE), EVALUATION TECHNIQUES, INTERACTION PROCESS ANALYSIS, SKILLS, TEACHING TECHNIQUES, CONTRACT OEC-6-10-196

DESIGNED FOR THE USE OF OBSERVERS, TEACHERS, AND RESEARCHERS IN DESCRIBING CLASSROOM BEHAVIOR, THIS MODEL WAS SET UP IN 3 DIMENSIONS—CONTENT-SKILLS, CONCEPT LEVEL (DATA, CONCEPT, GENERALIZATION), AND STYLE (FOCUSING ON DESCRIPTION, EXPANSION, EXPLANATION, EVALUATION-EXPLANATION, AND EVALUATION). SUBDIVIDING CLASSROOM DISCUSSIONS IS ACCOMPLISHED THROUGH TOPIC, TOPIC DIVISION, TOPIC FOCUS, THEME DEFINITION, SUMMARIES, AND TOPIC RETURNS. CLASSIFICATION OF TOPICS IS BY CONTENT-SKILLS AND LEVELS OF ABSTRACTION (DATA, CONCEPT, AND GENERALIZATION). DISCUSSION STYLE INCLUDES DESCRIPTION, EXPLANATION, EVALUATION-JUSTIFICATION, EVALUATION-MATCHING, AND EXPANSION. AUXILIARY CATEGORIES COVERED ARE MANAGEMENT, STRUCTURING, AND ACTIVITY. DISTINCTIONS BETWEEN STYLE CATEGORIES ARE MADE, AND A CODING SYSTEM FOR CLASSIFICATION OF TOPICS IS INCLUDED. (AF)

ED 013 234 SP 001 252

GOLDBERG, GERTRUDE S.
JOB AND CAREER DEVELOPMENT FOR THE POOR—THE HUMAN SERVICES.
YESHIVA UNIV., NEW YORK, N.Y., FER-
KAUF GRAD.SCH.

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *CAREER PLANNING, *DISADVANTAGED GROUPS, *VOCATIONAL DEVELOPMENT, AUXILIARY LABORERS, BIBLIOGRAPHIES, CAREER OPPORTUNITIES, EDUCATIONAL RESPONSIBILITY, NONPROFESSIONAL PERSONNEL, SOCIAL WORKERS, TEACHER AIDES, CONTRACT OEC-6-10-240

DEVELOPING NEW CAREERS FOR THE DISADVANTAGED AS NONPROFESSIONAL AIDES PERFORMING THE LESS TECHNICAL AND SPECIALIZED TASKS IN HUMAN SERVICES ORGANIZATIONS SERVES THREE PURPOSES—(1) IT FREES THE PROFESSIONAL WORKER FROM LESS CRITICAL DUTIES, (2) IT INCREASES DECENT EMPLOYMENT OPPORTUNITIES FOR THOSE HAVING THE GREATEST JOB PROBLEMS, (3) IT PROVIDES INTERMEDIARIES BETWEEN THE PROFESSIONAL AND HIS "CLIENTS," THUS IMPROVING RAPPORT. HOWEVER, IT IS OFTEN THE CASE THAT THE NONPROFESSIONAL ACCENTUATES HIS NEW-FOUND STATUS AND ALIENATES HIMSELF FROM THE DISADVANTAGED GROUP OF WHICH HE WAS FORMERLY A MEMBER. IN THE FIELD OF EDUCATION, IT HAS BEEN PROPOSED THAT 30 PERCENT OF THE PROJECTED BUDGETS FOR NEW TEACHERS THROUGH 1970 BE SPENT ON JOBS FOR NEW PROFESSIONALS AND 70 PERCENT, FOR HIRING NONPROFESSIONALS. NONPROFESSIONALS WOULD PERFORM THE TECHNICAL BUT LESS COMPLICATED ASPECTS OF

CLASSROOM WORK AND TEACHERS WOULD BE FREED TO DO MORE TEACHING AND OTHER THOROUGHLY PROFESSIONAL ACTIVITIES, INCLUDING TRAINING AND SUPERVISING THE NONPROFESSIONALS. THIS MODIFICATION OF THE EMPLOYMENT STRUCTURE IN THE FIELD OF EDUCATION WOULD CREATE A HALF MILLION NEW JOBS WITH NO ADDITIONAL COST TO THE TAXPAYERS. FURTHER RESEARCH IS NECESSARY TO DETERMINE WHETHER SUCH A POLICY WOULD ENHANCE INSTRUCTION AND LEARNING. (LC)

ED 013 235

SP 001 257

PRUGER, ROBERT

THE ESTABLISHMENT OF A "NEW CAREERS" PROGRAM IN A PUBLIC SCHOOL. CONTRA COSTA COUNCIL OF COMMUNITY SERVICES

REPORT NUMBER PUB-107

PUB DATE MAR 66

EDRS PRICE MF-\$0.25 HC-\$2.28 55P.

DESCRIPTORS *CAREER OPPORTUNITIES, *LOW INCOME GROUPS, *QUALIFICATIONS, *SCHOOL AIDES, *TRAINING, CASE STUDIES (EDUCATION), ELEMENTARY SCHOOLS, PROGRAM EVALUATION, RECRUITMENT, SCHOOL COMMUNITY RELATIONSHIP, TEACHER AIDES.

UNDER THE NEW CAREERS PROGRAM 16 LOW-INCOME INDIVIDUALS SELECTED FROM 175 APPLICANTS, WERE TRAINED AS SCHOOL-COMMUNITY WORKERS (SCW) AND ASSIGNED TO VARIOUS ELEMENTARY SCHOOLS IN RICHMOND, CALIFORNIA. THE JOB REQUIREMENTS WERE--(1) HIGH SCHOOL DIPLOMA OR EXPERIENCE IN A DIRECT, PERSON-TO-PERSON RELATIONSHIP IN SCHOOL OR IN SOCIAL SERVICE RELATED WORK, (2) THE CAPABILITY OF BEING TRAINED FOR THE JOB, (3) THE MATURITY, MOTIVATION AND ABILITY TO RELATE TO SCHOOL PERSONNEL, STUDENTS AND PARENTS, (4) THE ABILITY TO CONDUCT AND RECORD HOME INTERVIEWS, (5) THE CAPABILITY OF LEADING PARENT DISCUSSION GROUPS, AND (6) THE ABILITY TO REPRESENT THE SCHOOL AND DISCUSS ITS PROGRAMS WITH COMMUNITY GROUPS. THE GROUP PARTICIPATED IN A 9-WEEK ORIENTATION AND TRAINING PROGRAM WHICH INCLUDED WORK WITH YOUTH, COMMUNITY, JOB CORPS, AND EDUCATIONAL AGENCIES. DURING THE SUMMER THE SCWS ALSO PARTICIPATED IN A SEPARATE PROGRAM SPECIFICALLY ORIENTED TO THEIR JOBS IN THE SCHOOLS. THE SCWS ACTUAL TASKS ENCOMPASSED (A) INDIVIDUAL CASE WORK IN WHICH THE SCW CONDUCTS A CONTINUED RELATIONSHIP WITH THE STUDENT, HIS PARENTS AND HIS TEACHER (A MANAGEABLE CASE LOAD IS 8), (B) DIRECT REFERRALS OF STUDENTS WHOSE CLASSROOM BEHAVIOR HAS REQUIRED IMMEDIATE ATTENTION, (C) COMMUNITY CONTACTS IN WHICH SCHOOL PROGRAMS ARE INTERPRETED TO THE PARENTS AND SUPPORT FOR THE SCHOOL PTA IS DEVELOPED. PRINCIPALS AND SUPERVISORS AGREED THAT THESE AND OTHER TASKS PERFORMED WITH CHILDREN AND PARENTS BY SCWS WERE OF GREAT HELP. (LC)

ED 013 236

SP 001 258

WAGONER, RODERIC L. O'HANLON, JAMES P.

TEACHER ATTITUDE TOWARD EVALUATION.

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *SELF EVALUATION, *TEACHER ATTITUDES, *TEACHER EVALUATION, *TENURE, COMPETITIVE SELECTION, ELEMENTARY SCHOOL TEACHERS, INCENTIVE SYSTEMS, MERIT RATING PROGRAMS, SECONDARY SCHOOL TEACHERS, SEX DIFFERENCES, TABLES (DATA).

TO IDENTIFY FACTORS ASSOCIATED WITH TEACHER ATTITUDES TOWARD EVALUATION (OF TEACHERS), A 7-ITEM ATTITUDE QUESTIONNAIRE, CALLING FOR YES-NO RESPONSES TO EXPRESSIONS OF PRESENT AND IDEAL PRACTICES, WAS SENT TO 800 RANDOMLY SELECTED ARIZONA PUBLIC SCHOOL TEACHERS. THE 534 RESPONDENTS WERE CATEGORIZED IN SIX WAYS--(1) WHETHER THEY RATED THEMSELVES AS "BETTER THAN" OR "BELOW" AVERAGE TEACHERS, (2) TENURED AGAINST NONTENURED TEACHERS, (3) MEN AGAINST WOMEN, (4) FEMALE ELEMENTARY AGAINST FEMALE SECONDARY TEACHERS, (5) FEMALE SECONDARY AGAINST MALE SECONDARY TEACHERS, AND (6) THOSE IN MERIT PAY AGAINST NONMERIT PAY SCHOOL DISTRICTS. AS HYPOTHESIZED, (A) BETTER THAN AVERAGE AND (B) NONTENURED TEACHERS SHOWED SIGNIFICANTLY MORE POSITIVE ATTITUDES TOWARD EVALUATION. ALL OTHER DIFFERENCES WERE IN THE HYPOTHESIZED DIRECTION, BUT NOT SIGNIFICANTLY SO--(C) MEN, (D) FEMALE SECONDARY, AS CONTRASTED WITH ELEMENTARY, TEACHERS, (E) FEMALE, OVER MALE, SECONDARY TEACHERS, AND (F) MERIT PAY TEACHERS SHOWED BETTER ATTITUDES. SUBSIDIARY ANALYSES SHOWED NO DIFFERENCES BETWEEN ELEMENTARY AND SECONDARY TEACHERS AND GOOD AGREEMENT BETWEEN ATTITUDES TOWARD PRESENT AND IDEAL PRACTICES. THE FINDINGS SHOW THAT--(1) "THOSE WHO CAN SEE A POSSIBLE REWARD FROM EVALUATION OF THEIR TEACHING AND WHO WISH TO COMPETE FOR THIS REWARD" FAVOR EVALUATION, (11) ATTITUDES TOWARD EVALUATION ARE PREDICTABLE, AND (111) A FEELING OF THREAT IS NOT A NECESSARY CONSEQUENCE OF EVALUATION. (AF)

ED 013 237

SP 001 260

HARTLEY, JAMES R.

NEW CAREERS FOR NON-PROFESSIONALS IN EDUCATION. FINAL REPORT.

CALIFORNIA UNIV., RIVERSIDE

PUB DATE 31 AUG 65

EDRS PRICE MF-\$1.25 HC-\$12.64 314P.

DESCRIPTORS *DISADVANTAGED SCHOOLS, *DISADVANTAGED YOUTH, *ELEMENTARY SCHOOLS, *STUDENT TEACHER RELATIONSHIP, *SUBPROFESSIONALS, ADMINISTRATOR ROLE, BIBLIOGRAPHIES, CLASSROOM COMMUNICATION, CLASSROOM ENVIRONMENT, EFFECTIVE TEACHING, EVALUATION TECHNIQUES, NEW CAREERS DEVELOPMENT PROJECT, TEACHER SHORTAGE, TEACHING MODELS.

THIS REPORT DESCRIBES AN EFFORT TO DEVELOP A MODEL FOR TEACHING AND ADMINISTRATION IN ELEMENTARY SCHOOLS, PARTICULARLY THOSE HAVING LARGE NUMBERS OF SOCIALLY, ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED CHILDREN. THIRTY-TWO SUBPROFESSIONAL TEACHING ASSISTANTS, MOSTLY POOR AND FROM MINORITY GROUPS, WERE EMPLOYED AND TRAINED TO HELP CHILDREN LEARN. COMMUNITY ACCEPTANCE WAS SUBSTANTIAL. APPROACHES TO ALLEVIATE

CURRENT SOCIAL AND EDUCATIONAL PROBLEMS ARE DISCUSSED IN RELATION TO (1) INCREASING UNEMPLOYMENT AMONG DISADVANTAGED PEOPLE, CAUSED BY LACK OF FORMAL EDUCATION AND TECHNOLOGICAL ADVANCES, (2) THE EFFECTIVENESS OF THE MORE TRADITIONAL ELEMENTARY SCHOOL FOR EDUCATING DISADVANTAGED CHILDREN, (3) THE SHORTAGE OF PROFESSIONAL ELEMENTARY TEACHERS, (4) OVERCROWDED CLASSROOM CONDITIONS, (5) COMMUNICATION DIFFICULTIES BETWEEN ADULTS AND DISADVANTAGED CHILDREN AND (6) TECHNIQUES FOR OBSERVATION AND EVALUATION OF TEACHING AND LEARNING. (RP)

ED 013 238

SP 001 261

BLOOM, RICHARD D. WILENSKY, HAROLD

FOUR OBSERVATIONAL CATEGORIES FOR DESCRIBING TEACHER BEHAVIOR.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.16 2P.

DESCRIPTORS *CLASSROOM COMMUNICATION, *LESSON OBSERVATION CRITERIA, *TEACHER CHARACTERISTICS, *TEACHING STYLES, DISADVANTAGED YOUTH, EFFECTIVE TEACHING, FEEDBACK, LEARNING THEORIES, PRESCHOOL CHILDREN, REINFORCEMENT, SKINNER, TEACHING TECHNIQUES.

BASED IN PART ON A SKINNERIAN LEARNING ORIENTATION, 4 DIMENSIONS OF THE TEACHER'S BEHAVIOR ARE HYPOTHESIZED AS IMPORTANT IN MEDIATING CLASSROOM LEARNING--(1) INFORMATION GIVING (IG), (2) RESPONSE ELICITATION (RE), (3) FEEDBACK (F), AND (4) TEACHER CONTROL (TC). FROM 34 TO 42 5-MINUTE OBSERVATIONS WERE OBTAINED FOR EACH OF THE 4 TEACHERS IN A COGNITIVE ENRICHMENT PROGRAM FOR UNDERPRIVILEGED PRESCHOOL CHILDREN. RECORDINGS WERE MADE FOR EACH "SMALLEST DISCERNIBLE SEGMENT OF A TEACHER'S VERBAL OR NONVERBAL BEHAVIOR WHICH COULD BE CLASSIFIED INTO A PARTICULAR CATEGORY." INTERRATER RELIABILITY EXCEEDED .90 FOR EACH OF THE 4 CATEGORIES. THE DISTRIBUTION OF BEHAVIORS AMONG THE 4 CATEGORIES VARIED SIGNIFICANTLY AMONG THE TEACHERS, WITH TOTAL PERCENTAGES AS FOLLOWS--IG-46 PERCENT, RE-33 PERCENT, F-14 PERCENT, TC-7 PERCENT. INTERCORRELATIONS AMONG THE OBSERVATIONAL CATEGORIES SHOWED, IN PART, THAT THE CATEGORIES WERE MUTUALLY RESTRICTING. THUS A TENDENCY TO GIVE INFORMATION REDUCES THE LIKELIHOOD OF ENCOURAGING PUPIL RESPONSES OR PROVIDING FEEDBACK. SIGNIFICANT DIFFERENCES BETWEEN TEACHERS WERE FOUND FOR THE RATIO OF FEEDBACK TO RESPONSE ELICITATION, ASSUMED TO CORRELATE POSITIVELY WITH EFFECTIVE TEACHING. THE LIMITED AVAILABLE EVIDENCE SUGGESTS THAT THE OBSERVATION PROCEDURE DOES DIFFERENTIATE AMONG TEACHER STYLES, BUT THE SCALE STILL NEEDS TO BE VALIDATED AGAINST EXTERNAL CRITERIA. (LC)

ED 013 239

SP 001 263

WILSON, O. MEREDITH AND OTHERS

SUMMER EDUCATION FOR CHILDREN OF POVERTY.

NATIONAL ADVISORY COUNCIL ON THE EDUC. OF DISADV. CHILD.

REPORT NUMBER OE-37006

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.52 61P.

DESCRIPTORS *COMPENSATORY EDUCATION, *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *SUMMER SCHOOLS, ACTION PROGRAMS (COMMUNITY).

DISADVANTAGED SCHOOLS, EDUCATIONAL EQUIPMENT, FEDERAL PROGRAMS, OBSERVATION, STUDENT TEACHER RELATIONSHIP, SUMMER PROGRAMS.

TO OBSERVE 1966 TITLE I VOLUNTARY SUMMER SCHOOL PROJECTS, 27 CONSULTANTS TO THE NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN VISITED 86 SCHOOL DISTRICTS IN 43 STATES IN ORDER TO (1) GATHER FACTUAL DATA, (2) WRITE DETAILED PERSONAL IMPRESSIONS, (3) OFFER EVALUATIONS, AND (4) SUGGEST IMPROVEMENTS IN THE IMPLEMENTATION OF TITLE I. FROM THE REPORTS IT WAS FOUND THAT (1) TITLE I HAS GIVEN SCHOOLS THE MEANS TO EMPLOY NEW PERSONNEL, TO PURCHASE BOOKS AND TEACHING MATERIALS, AND TO PROVIDE FOOD, CLOTHING AND MEDICAL CARE FOR NEEDY STUDENTS, (2) STUDENT-TEACHER RELATIONSHIP WAS THE MOST-CITED FACTOR IN DISTINGUISHING GOOD CLASSROOMS FROM POOR ONES, (3) MOST PROJECTS WERE POORLY-PLANNED, PIECEMEAL EFFORTS AT REMEDIATION, (4) EDUCATIONAL EQUIPMENT IS OFTEN PURCHASED WITHOUT EXAMINING THE EDUCATIONAL PRACTICES THAT UNDERLIE ITS USE, (5) MOST SCHOOLS DID NOT IDENTIFY AND ATTRACT THE MOST SERIOUSLY DISADVANTAGED CHILDREN, AND (6) TITLE I EDUCATORS AND COMMUNITY ACTION PROGRAM PERSONNEL SELDOM COOPERATE TO A WORTHWHILE DEGREE. IT IS CONCLUDED THAT (1) TITLE I IS CAUSING TEACHERS AND ADMINISTRATORS TO FOCUS THEIR THINKING ON WAYS TO OVERCOME EDUCATIONAL DEPRIVATION, (2) PROGRAMS SHOULD NOT BE FORMULATED WITHOUT CONSULTING THE TEACHERS WHO MUST IMPLEMENT THEM, (3) MONEY THOUGHTFULLY SPENT ON SUMMER SCHOOLS MAY BE AMONG THE MOST PRODUCTIVE SPENT BY TITLE I, AND (4) SUBSTANTIAL TITLE I FUNDS SHOULD BE RESERVED FOR SUMMER PROGRAMS. (AW)

ED 013 240

SP 001 266

ALLEN, DWIGHT W.

MICRO-TEACHING--A NEW FRAMEWORK FOR IN-SERVICE EDUCATION.

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *CURRICULUM EVALUATION, *INSERVICE PROGRAMS, *MICRO-TEACHING, *SUPERVISORS, BEGINNING TEACHERS, CURRICULUM INNOVATION, SUPERVISORY METHODS, TEACHER EVALUATION, TEACHER ORIENTATION.

MICROTEACHING WAS USED IN A SERIES FOR THE IN-SERVICE TRAINING OF SUPERVISORS. TEACHERS AND SUPERVISORS WERE GIVEN ONLY A CURSORY AMOUNT OF TRAINING AND INITIAL APPLICATION, YET SUPERVISORS WERE ABLE TO NOTICE DIFFERENCES IN TEACHING BEHAVIOR. THE TRAINING SEMINARS DEMONSTRATED THAT MICRO-TEACHING CAN BE OF REAL VALUE TO EXPERIENCED PERSONNEL. MICRO-TEACHING WAS FOUND TO BE VALUABLE FOR IN-SERVICE SITUATIONS BECAUSE OF (1) ITS IMMEDIATE FEEDBACK AND RETEACHING FACTOR, (2) THE NEED TO

GIVE TEAM-TEACHING PERSONNEL TOTAL RUNS, (3) ITS ABILITY TO ACCURATELY GAUGE THE INSTRUCTIONAL LEVEL OF NEW MATERIAL, (4) ITS USE IN PROVIDING AN INDEX OF TEACHING ABILITY PRIOR TO EMPLOYMENT, AND (5) ITS PROVIDING FOR A CONTINUOUS SUPERVISION AND EVALUATION OF BEGINNING TEACHERS. (RP)

ED 013 241

SP 001 273

BOWMAN, GARDAW. KLOPF, GORDON J. NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL. REPORT OF PHASE ONE, A STUDY OF AUXILIARY PERSONNEL IN EDUCATION.

BANK STREET COLL. OF EDUCATION, NEW YORK, N.Y.

PUB DATE SEP 67

EDRS PRICE MF-\$1.00 HC-\$9.52 236P.

DESCRIPTORS *EDUCATIONAL PROGRAMS, *PROGRAM DEVELOPMENT, *SCHOOL PERSONNEL, *TEACHER AIDES, *TEACHER ROLE, ADMINISTRATION, AUXILIARY LABORERS, EDUCATIONAL OBJECTIVES, PROGRAM EVALUATION, TEACHER EDUCATION, TEACHERS.

BECAUSE OF THE COMMON PRACTICE OF HIRING UNTRAINED AUXILIARY SCHOOL PERSONNEL, 11 DEMONSTRATION TRAINING PROGRAMS WERE ANALYZED TO PROVIDE GUIDELINES FOR FUTURE TRAINING OF SUCH PERSONNEL. THIS REPORT SUGGESTS THAT SUCH PERSONNEL NOT ONLY AID TEACHERS AND ADMINISTRATORS IN RELIEVING THEM OF DUTIES, BUT ALSO FIND EMPLOYMENT AND TRAINING FOR THEMSELVES. OFTEN THEY PROVIDE NEEDED INDIVIDUAL ATTENTION FOR PUPILS. INITIAL PROBLEMS CENTERED AROUND THE RELATIONSHIP OF THE AUXILIARIES TO THE PROFESSIONALS. THE PRELIMINARY INDICATIONS OF THE DEMONSTRATION TRAINING PROGRAMS ARE THAT CERTAIN PRECONDITIONS ARE NECESSARY FOR SUCCESS--(1) ROLE DEFINITION AND DEVELOPMENT SHOULD BE CARRIED OUT IN TERMS OF THE CLASSROOM DUTIES OF BOTH THE PROFESSIONAL AND THE NONPROFESSIONAL, (2) TRAINING SHOULD ENCOMPASS TEACHERS AND ADMINISTRATORS, TOO, AND SHOULD BE EXTENDED TO PROVIDE FOR INSERVICE PROGRAMS AND COOPERATION WITH LOCAL HIGHER EDUCATION FACILITIES, AND (3) INSTITUTIONALIZATION SHOULD OCCUR TO INCORPORATE THE AUXILIARY PERSONNEL INTO THE SYSTEM. THE INSTITUTIONALIZATION WOULD PROVIDE FOR THE INTEGRATION OF THE AUXILIARIES INTO THE SYSTEM AS PERMANENT PERSONNEL, WITH A CLEAR STATEMENT OF GOALS AND PROCEDURES WORKED OUT IN ADVANCE FOR SPECIFIC TASKS. ALSO THE AUXILIARIES SHOULD BE OFFERED OPPORTUNITIES FOR UPWARD MOBILITY SUCH AS FURTHER EDUCATION BUT NOT COMPELLED TO ACCEPT THEM. (RP)

ED 013 242

SP 001 275

POPHAM, W. JAMES

DEVELOPMENT OF A PERFORMANCE TEST OF TEACHING PROFICIENCY. FINAL REPORT.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER BR-5-0566

PUB DATE AUG 67

EDRS PRICE MF-\$0.75 HC-\$6.96 172P.

DESCRIPTORS *HIGH SCHOOL STUDENTS, *LAY TEACHERS, *SOCIAL

SCIENCES, *STUDENT BEHAVIOR, *TEACHER QUALIFICATIONS, COLLEGE STUDENTS, SOCIAL SCIENCE POSTTEST, SOCIAL SCIENCE PRETEST, STUDENT ATTITUDES, TABLES (DATA), TEACHER ATTITUDES, TESTS, WONDERLIC PERSONNEL TEST.

CONTRACT OEC-6-10-254

IN CONTRAST TO RATINGS OF OBSERVED TEACHING BEHAVIOR, THE CRITERION OF PUPIL GROWTH WAS USED IN VALIDATING A PERFORMANCE TEST OF TEACHING PROFICIENCY. USING AN INSTRUCTIONAL UNIT ON "SOCIAL SCIENCE RESEARCH METHODS," IT WAS HYPOTHEZIZED THAT PUPIL GAINS WOULD BE GREATER AMONG THOSE TAUGHT BY EXPERIENCED THAN BY INEXPERIENCED TEACHERS. PARTICIPANTS WERE GIVEN IN ADVANCE A STATEMENT OF OBJECTIVES IN OPERATIONAL TERMS (TERMINAL BEHAVIORS EXPECTED OF STUDENTS) AND A COLLECTION OF POSSIBLE LEARNING ACTIVITIES AND WERE INSTRUCTED TO TEACH FOR THESE OBJECTIVES. IN THE FIRST OF TWO VALIDATION STUDIES, 6 EXPERIENCED SOCIAL SCIENCE STUDENT TEACHERS AND 6 HOUSEWIVES (FORMER SOCIAL SCIENCE MAJORS) TAUGHT PAID VOLUNTEERS FOR A 6-HOUR PERIOD ON ONE DAY. IN THE SECOND STUDY, 13 REGULARLY CREDENTIALLED TEACHERS AND 13 COLLEGE STUDENTS TAUGHT SUMMER SESSION STUDENTS FOR A 4-HOUR PERIOD ON ONE DAY. IN THE FIRST STUDY, STUDENTS TOOK THE WONDERLIC PERSONNEL TEST, A 33-ITEM PRETEST AND A 68-ITEM POSTTEST, AND COMPLETED A QUESTIONNAIRE MEASURING REACTIONS TO THE INSTRUCTION. TEACHERS ALSO COMPLETED AN ASSESSMENT QUESTIONNAIRE. IN THE SECOND STUDY, THE POSTTEST AND THE TWO QUESTIONNAIRES WERE USED. IN NO INSTANCE WERE ANY SIGNIFICANT DIFFERENCES FOUND BETWEEN THE TWO GROUPS OF TEACHERS OR BETWEEN THE STUDENTS TAUGHT BY THESE TEACHERS. "TEACHERS' LACK OF EXPERIENCE IN ACHIEVING PRESET BEHAVIOR CHANGES IN LEARNERS" IS OFFERED IN PARTIAL EXPLANATION OF THE NO-DIFFERENCE FINDINGS. (AF)

ED 013 243

24

SP 001 278

SECORD, PAUL F. BACKMAN, CARL W. THE SOCIAL PSYCHOLOGY OF EDUCATION. FINAL REPORT.

NEVADA UNIV., RENO

REPORT NUMBER CRP-E-025

PUB DATE AUG 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENVIRONMENTAL INFLUENCES, *LITERATURE REVIEWS, *PEER RELATIONSHIP, *ROLE CONFLICT, *STUDENT TEACHER RELATIONSHIP, BIBLIOGRAPHIES, CLASSROOM ENVIRONMENT, COLLEGE STUDENTS, EDUCATIONAL ENVIRONMENT, EDUCATIONAL PSYCHOLOGY, ELEMENTARY SCHOOL STUDENTS, FAMILY ENVIRONMENT, GROUP STATUS, LEADERSHIP, LONGITUDINAL STUDIES, PARENT RESPONSIBILITY, PARENT TEACHER COOPERATION, PEER ACCEPTANCE, PSYCHOEDUCATIONAL PROCESSES, SECONDARY SCHOOL STUDENTS, SOCIAL PSYCHOLOGY, STUDENT DEVELOPMENT, TEACHER ROLE, CONTRACT OEC-5-10-150

THIS REVIEW OF THE LITERATURE OF THE SOCIAL PSYCHOLOGY OF EDUCATION FOCUSES ON THE FORCES (I.E. SOCIAL CLASS, PARENTS, PERSONALITY, CURRI-

CULUM PURSUED, AND FRIENDS) WHICH INFLUENCE STUDENTS TO REMAIN IN SCHOOL OR DROP OUT. IN THE CLASSROOM SITUATION, THE TEACHER, THROUGH THE USE OF POWER, AND THE PEER GROUP, THROUGH GROUP NORMS, HAVE THE MOST PROFOUND INFLUENCE ON THE STUDENT. THE TEACHER'S SOCIAL ROLE IS ANALYZED, WITH EMPHASIS ON ROLE STRAIN, WHICH MAY ARISE FROM (A) DISAGREEMENTS BETWEEN TEACHER AND PRINCIPAL ON THE ROLE REQUIREMENTS, (B) LACK OF CLEAR ROLE ARTICULATION, (C) EMOTIONAL INVOLVEMENT WITH STUDENTS, AND (D) DISAGREEMENTS BETWEEN TEACHER AND PARENT ON THE TEACHER'S RESPONSIBILITY FOR THE CHILD'S SOCIALIZATION. IT IS CONCLUDED THAT (1) RESEARCH ON THE RELATION BETWEEN SOCIAL CLASS AND EDUCATIONAL ACHIEVEMENT HAS LIMITED USE, (2) RESEARCH RELATING FACTORS IN THE HOME TO SCHOOL ACHIEVEMENT HAS OFTEN FAILED TO CONTROL FOR VARIABLES THAT COULD AFFECT THE FINDINGS, (3) RESEARCH IS NEEDED ON THE RELATION BETWEEN THE DEVELOPMENT OF ABILITIES AND ENVIRONMENTAL INFLUENCES AND ON THE MOTIVATION NECESSARY TO ACHIEVE EDUCATIONAL SUCCESS, (4) SELF-CONCEPT IS SHOWN TO HAVE SOME UNSPECIFIED RELATION TO ACADEMIC PERFORMANCE, (5) SCHOOL ENVIRONMENT HAS BEEN MISTAKENLY TREATED AS IF IT WERE HOMOGENEOUS, AND (6) ABILITY GROUPING APPEARS TO BE DETRIMENTAL TO THE PERFORMANCE OF AVERAGE AND BELOW-AVERAGE CHILDREN. THIS DOCUMENT WILL BE PUBLISHED IN BOOK FORM AS "A SOCIAL PSYCHOLOGICAL VIEW OF EDUCATION," THE PROFESSIONAL EDUCATION FOR TEACHERS SERIES, NEW YORK, HARDCOURT, BRACE AND WORLD, 1968. (AW)

ED 013 244 24 SP 001 279

MAY, FRANK B. MCDUGALL, WILLIAM P. DEVELOPING ASSESSMENT INSTRUMENTS FOR MEASURING THE EFFECTS OF GROUP COUNSELING IN THE TEACHER-EDUCATION PROGRAM AT WASHINGTON STATE UNIVERSITY. FINAL REPORT. WASHINGTON STATE UNIV. PULLMAN REPORT NUMBER BR-6-8435 PUB DATE JUN 67

EDRS PRICE MF-60.50 HC-\$2.44 59P. DESCRIPTORS *GROUP COUNSELING, *MENTAL HEALTH, *PREDICTIVE ABILITY (TESTING), *PREDICTIVE MEASUREMENT, *PREDICTIVE VALIDITY, BIBLIOGRAPHIES, CALIFORNIA PERSONALITY INVENTORY, CALIFORNIA TEST OF PERSONALITY, INSTRUMENTATION, MINNESOTA TEACHER ATTITUDE INVENTORY, ORIENTATION INVENTORY, PERSONAL A.T.E. INVENTORY, PROGRAM PLANNING, TEACHER EDUCATION, CONTRACT OEC-6-10-225

THE CENTRAL PURPOSE OF THIS RESEARCH WAS TO SELECT PREDICTIVE INSTRUMENTS FOR EVALUATING GROUP COUNSELING SESSIONS DESIGNED TO ENHANCE THE MENTAL HEALTH OF PROSPECTIVE ELEMENTARY TEACHERS. A SUBSIDIARY PURPOSE WAS TO FORMULATE A PROPOSAL FOR A GROUP COUNSELING PROGRAM. UTILIZING Q-SORT PEER AND INSTRUCTOR RATINGS ON MENTAL HEALTH (SELF-ACTUALIZATION) AS CRITERION VARIABLES, NUMEROUS STANDARDIZED AND NEWLY CON-

STRUCTED INSTRUMENTS CONTAINING CONCOMITANTS OF MENTAL HEALTH WERE TESTED ON SEVERAL GROUPS OF PROSPECTIVE ELEMENTARY TEACHERS AT WASHINGTON STATE UNIVERSITY. CORRELATIONAL ANALYSIS INDICATED THAT THE CALIFORNIA PSYCHOLOGICAL INVENTORY AND THE PERSONAL ORIENTATION INVENTORY CONTAINED NUMEROUS SUBTESTS PREDICTIVE OF THE CRITERION VARIABLES. A TEST OF ADAPTIVE FLEXIBILITY WAS ALSO FOUND TO BE PREDICTIVE. AN ATTITUDE TOWARD TEACHER EDUCATION INVENTORY WAS JUDGED USEFUL ON THE BASIS OF CONSTRUCT VALIDITY AND HIGH RELIABILITY. THE CRITERION MEASURES THEMSELVES BEING HIGHLY RELIABLE WERE JUDGED TO BE USEFUL IN EVALUATING THE EFFECTS OF GROUP COUNSELING OF PROSPECTIVE AND BEGINNING ELEMENTARY TEACHERS. A PROPOSED PLAN FOR GROUP COUNSELING OF PROSPECTIVE AND BEGINNING ELEMENTARY TEACHERS WAS SUBSEQUENTLY FORMULATED AND SUBMITTED TO N.I.M.H. THE RESEARCH ON ASSESSMENT INSTRUMENTS AND THE CONSULTATION WITH VARIOUS RESEARCHERS WERE REFLECTED IN THE PROPOSAL. (AW)

ED 013 245 SP 001 280

BIENENSTOK, THEODORE SAYRES, WILLIAM C. PROBLEMS IN JOB SATISFACTION AMONG JUNIOR HIGH SCHOOL TEACHERS. NEW YORK STATE EDUCATION DEPT., ALBANY

EDRS PRICE MF-60.50 HC-\$4.60 113P. DESCRIPTORS *SECONDARY SCHOOL TEACHERS, *TEACHER ATTITUDES, *TEACHER MORALE, *TEACHER MOTIVATION, BEGINNING TEACHERS, CAREER PLANNING, QUESTIONNAIRES, STUDENT DEVELOPMENT, TEACHER ROLE, TEACHING CONDITIONS.

TO IDENTIFY AND ANALYZE FACTORS RELATED TO JOB SATISFACTION AND DISSATISFACTION IN JUNIOR HIGH SCHOOL TEACHING, QUESTIONNAIRES WERE SENT TO A RANDOM SAMPLE COMPRISING APPROXIMATELY FIVE PERCENT OF THE TOTAL NEW YORK STATE JUNIOR HIGH SCHOOL TEACHING FORCE. 1,349 (4.9 PERCENT) RESPONDED. IT WAS FOUND THAT (1) MOST TEACHERS ARE NOT FULLY COMMITTED TO THEIR CAREER—ONLY 24 PERCENT SAID THEY WOULD DEFINITELY CHOOSE IT AS A CAREER IF THEY WERE STARTING ALL OVER AGAIN, AND MORE THAN HALF PLAN TO QUIT BEFORE THEIR RETIREMENT, (2) DISSATISFACTION INCREASES WITH AGE, FAMILY RESPONSIBILITY AND EXPERIENCE, (3) SENIOR HIGH SCHOOL TEACHING IS PERCEIVED AS BEING SUPERIOR ON FACTORS SUCH AS SMALLER CLASS SIZE, FEWER PROBLEM CHILDREN, LESS WEAR AND TEAR AND MORE OPPORTUNITY TO TEACH A SPECIALTY, (4) JUNIOR HIGH SCHOOL TEACHING IS JUDGED WORTHWHILE BECAUSE IT INVOLVES GREATER RESPONSIBILITY FOR AND INVOLVEMENT IN THE OVERALL DEVELOPMENT OF A PUPIL, AND (5) THERE ARE MANY SOURCES OF STRAIN AND FRUSTRATION IN JUNIOR HIGH TEACHING. THEY ARE: (A) BEGINNING TEACHERS FIND IT MORE DIFFICULT THAN THEY EXPECTED FROM THEIR TRAINING, (B) THE MORE DIFFICULT CLASSES ARE OFTEN ASSIGNED TO BEGINNING TEACHERS, (C) GUIDANCE PERSONNEL DO NOT GIVE ADEQUATE

HELP TO JUNIOR HIGH SCHOOL PERSONNEL, AND (D) INADEQUATE SUPPORT IS GIVEN THE TEACHER IN DISCIPLINARY PROBLEMS. IT IS HYPOTHESIZED THAT SOLUTIONS TO JOB DISSATISFACTION WILL RELATE TO THE TEACHER'S ROLE, TEACHER CHARACTERISTICS, AND/OR WORKING CONDITIONS. (AW)

ED 013 246 SP 001 287

CURRY, JOHN A COMPARISON OF STUDENTS SCORING ABOVE THE EIGHTIETH PERCENTILE OR BELOW THE TWENTIETH PERCENTILE ON EITHER THE SCHOOL AND COLLEGE ABILITY TEST OR THE WATSON-GLASER TEST OF CRITICAL THINKING. NORTH TEXAS STATE UNIV., DENTON PUB DATE OCT 67

EDRS PRICE MF-60.25 HC-\$0.96 22P. DESCRIPTORS *ACADEMIC ACHIEVEMENT, *PREDICTIVE ABILITY (TESTING), *PREDICTIVE MEASUREMENT, *PREDICTIVE VALIDITY, ADMISSION CRITERIA, EDUCATION MAJORS, GRADES (SCHOLASTIC), MATHEMATICS, SCHOOL AND COLLEGE ABILITY TEST, SEX DIFFERENCES, TEACHER EDUCATION, TRANSFER STUDENTS, WATSON GLASER TEST OF CRITICAL THINKING.

IN ORDER TO ESTABLISH THE FEASIBILITY OF A CUT-OFF SCORE FOR ENTRANCE INTO TEACHER EDUCATION PROGRAMS AT NORTH TEXAS STATE UNIVERSITY, SCORES OF 1,346 STUDENTS WHO EITHER PLACED ABOVE THE 80TH PERCENTILE (N-672) OR BELOW THE 20TH PERCENTILE (N-674) ON EITHER THE SCHOOL AND COLLEGE ABILITY TEST OR THE WATSON-GLASER TEST OF CRITICAL THINKING WERE COMPARED WITH THEIR ACADEMIC RECORDS. PARTICULAR EMPHASIS WAS PLACED ON THE SCORES OF THE 164 TEACHER EDUCATION MAJORS WHO WERE INCLUDED IN THE STUDY. IT WAS FOUND THAT (A) MATHEMATICS MAJORS PERFORMED BEST ON THE TESTS—58.62 PERCENT SCORING ABOVE THE 80TH PERCENTILE AND ONLY 1.72 PERCENT BELOW THE 20TH, (B) FEMALES SCORED BELOW MALES BUT MADE HIGHER GRADES IN EDUCATION AND HAD HIGHER OVERALL ACADEMIC AVERAGES, (C) ELEMENTARY EDUCATION STUDENTS MADE LOWER SCORES ON THE TWO TESTS THAN DID SECONDARY EDUCATION STUDENTS BUT EARNED HIGHER GRADES IN EDUCATION COURSES AND HAD HIGHER OVERALL ACADEMIC AVERAGES, (D) JUNIOR COLLEGE TRANSFEREES SCORED BELOW STUDENTS WHO TOOK ALL THEIR WORK AT NORTH TEXAS STATE AND ALSO HAD LOWER GRADES AND LOWER OVERALL ACADEMIC AVERAGES, (E) THERE WAS LITTLE RELATIONSHIP BETWEEN THE SCORES MADE ON THE TESTS AND GRADES MADE IN THE STUDENT'S MAJOR. IT IS CONCLUDED THAT THE 20TH PERCENTILE ON EITHER TEST SHOULD NOT BE USED AS A CUT-OFF POINT SINCE THE GRADE POINT AVERAGE OF THOSE WHO SCORED BELOW THIS FIGURE ON THE SCAT WAS 1.66 AND 1.67 ON THE WATSON-GLASER. (AW)

ED 013 247 SP 001 288

CASCIANO-SAVIGNANO, C. JENNIE DIFFERENCES AMONG MASTER'S DEGREE PROGRAMS FOR TEACHERS IN SERVICE IN SELECTED PRIVATE INSTITUTIONS OF HIGHER EDUCATION IN THE UNITED STATES. PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMISSION CRITERIA, *INSERVICE TEACHER EDUCATION, *MASTERS DEGREES, *PROGRAM ADMINISTRATION, *TEACHER EDUCATION CURRICULUM, ADMINISTRATIVE AGENCIES, ADMISSION CRITERIA, BIBLIOGRAPHIES, CATALOGS, EDUCATIONAL OBJECTIVES, GRADUATE STUDY, PROFESSIONAL EDUCATION, QUESTIONNAIRES, SCHOOL DEMOGRAPHY, SPECIALIZATION, STATISTICAL ANALYSIS, STUDENT ENROLLMENT.

THIS STUDY WAS DESIGNED TO DETERMINE WHETHER OR NOT STATISTICAL DIFFERENCES BETWEEN MASTER'S DEGREE PROGRAMS IN EDUCATION IN VARIOUS INSTITUTIONS EXIST. INFORMATION ON MASTER'S PROGRAMS WAS OBTAINED FROM 103 INSTITUTIONS THROUGH QUESTIONNAIRES, APPROPRIATE SCHOOL CATALOGS, AND A PREPARED FORM CONSISTING OF ITEMS REGARDING OBJECTIVES OF PROGRAMS, TEACHING LEVELS, FIELDS OF SPECIALIZATION, UNDERGRADUATE PROFESSIONAL EDUCATION COURSES REQUIRED FOR ADMISSION TO THE PROGRAM, GRADUATE PROFESSIONAL EDUCATION COURSES REQUIRED FOR GRADUATION, ADDITIONAL REQUIREMENTS FOR GRADUATION, AND ASPECTS OF ADMINISTRATION. FOR CHI SQUARE ANALYSIS OF DATA, PROGRAMS WERE DISTRIBUTED SUCCESSIVELY INTO 5 SETS OF CATEGORIES ACCORDING TO: (1) GEOGRAPHICAL LOCATION OF INSTITUTIONS, (2) TITLE OF DEGREE CONFERRED, (3) SIZE OF PART TIME STUDENT ENROLLMENT, (4) INSTITUTIONAL ORGANIZATION TO WHICH ADMINISTRATION OF PROGRAMS IS DELEGATED, AND (5) AEGIS OF CONTROL OF INSTITUTIONS. STATISTICALLY SIGNIFICANT DIFFERENCES WERE FOUND AMONG PROPORTIONS OF MASTER'S DEGREE PROGRAMS, BUT IT IS CONCLUDED THAT PROPORTIONS ARE MORE FREQUENTLY ESSENTIALLY THE SAME, RATHER THAN DIFFERENT. THIS DOCUMENT WAS PUBLISHED BY VILLANOVA UNIVERSITY PRESS, VILLANOVA, PENNSYLVANIA 19085. (LC)

ED 013 248 SP 001 289

REAM, MARSHAA.
INSERVICE EDUCATION OF TEACHERS.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER RES-SUM-1966-S-1
PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIBLIOGRAPHIES, *INSERVICE TEACHER EDUCATION, *LITERATURE REVIEWS, *PROFESSIONAL CONTINUING EDUCATION, DEMONSTRATIONS (EDUCATIONAL), INSERVICE COURSES, INSERVICE PROGRAMS, INSTITUTES (TRAINING PROGRAMS), PROFESSIONAL ASSOCIATIONS, TEACHER WORKSHOPS.

THIS SURVEY OF THE LITERATURE INCLUDES DISCUSSIONS OF THE NEED FOR AND THE ESTABLISHMENT OF STUDIES AND EVALUATIONS OF INSERVICE EDUCATION OF TEACHERS. STRONG EMPHASIS IS LAID ON THE NEED FOR IMPROVING THE STATUS OF THOSE TEACHERS WHO LACK FULL CERTIFICATION, AS WELL AS ON PROFESSIONAL GROWTH FOR ALL TEACHERS. THERE ARE DISCUSSIONS OF EXISTING PRACTICES UNDER THE FOLLOWING HEADINGS (1) COURSES, IN EXTENSION DIVISIONS OF UNIVERSITIES, IN SUMMER SCHOOL, AND THROUGH CORRESPONDENCE, (2) SUBJECT MATTER

INSTITUTES, PARTICULARLY THOSE FEDERALLY-FUNDED, (3) CONFERENCES, (4) WORKSHOPS, (5) STAFF MEETINGS, (6) COMMITTEE WORK, (7) PROFESSIONAL READINGS, (8) VISITS AND DEMONSTRATION LESSONS, (9) TEACHER EXCHANGES, (10) PARTICIPATION IN RESEARCH AND PROFESSIONAL WRITING, FOR WHICH TEACHERS SHOULD GET INSERVICE CREDIT, AND (11) PROFESSIONAL ASSOCIATION WORK. THIS DOCUMENT IS AVAILABLE FOR \$0.60 FROM NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036.

ED 013 249 SP 001 291

ERICKSON, RALPH J.
THE SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES IN SOUTHERN DESEGREGATED HIGH SCHOOLS.

VIRGINIA UNION UNIV., RICHMOND

PUB DATE 30 JUN 66

EDRS PRICE MF-\$0.25 HC-\$2.00 50P.

DESCRIPTORS *CURRICULAR ACTIVITIES, *INSERVICE EDUCATION, *INSTITUTES (TRAINING PROGRAMS), *RACE RELATIONS, CONSULTANTS, FILMS, RACIAL INTEGRATION, RICHMOND, ROLE PLAYING,

CONTRACT OEC-6-37-019

TO PROVIDE SPONSORS OF EXTRACURRICULAR ACTIVITIES WITH SKILLS AND UNDERSTANDINGS WHICH WILL BETTER PREPARE THEM TO HANDLE INTEGRATED SITUATIONS, THE INSTITUTE MET FOR 5 HOURS ON 15 SATURDAYS DURING THE SPRING SEMESTER, 1965-66. THE TEACHERS, MOST FROM RICHMOND-AREA SCHOOLS, WERE PRIMARILY MALE (ABOUT 60 PERCENT), NEGRO (APPROXIMATELY 75 PERCENT), JUNIOR HIGH SCHOOL (APPROXIMATELY 75 PERCENT), PHYSICAL EDUCATION TEACHERS (ABOUT 60 PERCENT). AVERAGE DAILY ATTENDANCE WAS JUST UNDER 40 STUDENTS. SESSIONS CONSISTED OF (A) A PRESENTATION BY A CONSULTANT, EITHER WHITE OR NEGRO, ON EITHER INTEGRATION OR EXTRACURRICULAR MATTERS, (B) MEETINGS OF SMALL (USUALLY 7 TO 12 STUDENTS) DISCUSSION GROUPS WHICH ANALYZED THE WEEK'S TOPIC IN VIEW OF THE CONSULTANT'S IDEAS AND THEIR OWN READING AND EXPERIENCE, (C) ROLE-PLAYING, FILMS, QUESTION AND ANSWER PERIODS WITH THE CONSULTANT, OR FURTHER SMALL GROUP WORK, AND (D) A PRESENTATION BY THE CHAIRMAN OF THE DISCUSSION GROUPS SUMMARIZING THE VARIOUS PROBLEMS CONSIDERED IN THEM. A MAJOR PROBLEM OF THE INSTITUTE WAS THE VIRTUAL ABSENCE OF ANY USEABLE BIBLIOGRAPHICAL MATERIAL WHICH RELATED INTEGRATION AND EXTRACURRICULAR ACTIVITIES. EIGHTEEN STUDENTS RECEIVED COURSE CREDIT (5 SEMESTER HOURS) FROM THE INSTITUTE, WHILE THE REMAINING STUDENTS AUDITED THE COURSE. (AW)

ED 013 250 24 SP 001 293

PUFFER, RICHARD J.

THE EDUCATIONAL RESEARCH INVOLVEMENT AND CAPABILITIES OF INSTITUTIONS FOR TEACHER EDUCATION. FINAL REPORT.

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER BR-6-2032

PUB DATE JUN 67

EDRS PRICE MF-\$1.00 HC-\$8.72 216P.

DESCRIPTORS *CURRICULUM RESEARCH, *EDUCATIONAL RESEARCH,

*LEARNING PROCESSES, *TEACHER EDUCATION, *TEACHERS COLLEGES, COLLEGE FACULTY, FEDERAL AID, FINANCIAL NEEDS, QUESTIONNAIRES, RESEARCH APPRENTICESHIPS, RESEARCH OPPORTUNITIES, RESEARCH PROBLEMS, SURVEYS.

CONTRACT OEC-3-7-062032-0251

THIS SURVEY OF THE 727 MEMBERS OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACE) DETERMINED THEIR INVOLVEMENT IN AND CAPABILITIES FOR EDUCATIONAL RESEARCH. USABLE REPLIES RECEIVED FROM 303 PERSONS WERE CODED AND ANALYZED. UNIVERSITIES WERE MOST HEAVILY INVOLVED IN EDUCATIONAL RESEARCH, USUALLY COMMITTING DOUBLE OR TRIPLE THE RESOURCES COMMITTED BY LIBERAL ARTS COLLEGES, TEACHERS COLLEGES, OR "OTHER" INSTITUTIONS. ALL INSTITUTIONAL CATEGORIES WERE FOUND TO HAVE CONVERTIBLE RESOURCES OF FACULTY, SPACE AND EQUIPMENT WHICH COULD BE INVESTED IN RESEARCH. SMALLER INSTITUTIONS GAVE EVIDENCE OF POTENTIAL FOR SIGNIFICANT RESEARCH IF GIVEN DEVELOPMENTAL AND FINANCIAL ASSISTANCE. RESEARCH WAS MOST OFTEN BLOCKED BY LIMITATIONS OF FACULTY TIME, WITH MONEY SHORTAGES LISTED SECOND. THE FEDERAL GOVERNMENT HAS BEEN THE CHIEF SOURCE OF RESEARCH FUNDS, AND OF FUTURE RESEARCH FUNDS. RESEARCH IS A PRIMARY FUNCTION FOR A FEW FACULTY MEMBERS, BUT A LIMITED NUMBER WILL BE HIRED PRIMARILY FOR RESEARCH IN 1967-68. ABOUT ONE-TENTH OF THE RESPONDENTS REPORTED TRAINING PROGRAMS FOR EDUCATIONAL RESEARCHERS, BUT FEWER THAN ONE-FIFTH OF THOSE NOT HAVING SUCH PROGRAMS PLAN THEM IN THE NEAR FUTURE. TEACHER EDUCATION, LEARNING PROCESSES, AND CURRICULUM STUDIES IN THAT ORDER ARE THE TOP PRIORITY AREAS FOR RESEARCH. A NATIONAL PROGRAM FOR RESEARCHER TRAINING WAS RECOMMENDED, ALONG WITH GREATER INTERDISCIPLINARY COOPERATION AND MORE COMPREHENSIVE FINANCING FOR EDUCATIONAL RESEARCH AT ALL SCHOOL LEVELS.

ED 013 251 SP 001 296

WRIGHT, BENJAMIN SHERMAN, BARBARA

TEACHERS' SELF-AWARENESS AND THEIR EVALUATION OF CHILDHOOD AUTHORITY FIGURES.

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELEMENTARY SCHOOL TEACHERS, *SELF CONCEPT, *SELF EVALUATION, *STUDENT TEACHER RELATIONSHIP, *TEACHER ATTITUDES, ATTITUDE TESTS, EVALUATION TECHNIQUES, FEMALES, PARENT CHILD RELATIONSHIP, SELF ACTUALIZATION, STUDENTS, TEACHER EVALUATION.

A TEACHER'S SELF-EVALUATION WAS COMPARED TO HER PUPILS' EVALUATION OF HER IN ORDER TO DETERMINE AN INDEX OF TEACHER SELF-AWARENESS. THE FORTY FEMALE ELEMENTARY SCHOOL TEACHERS TESTED THEN WERE ASKED TO FILL OUT A SEMANTIC-DIFFERENTIAL SCALE ON CHILDHOOD AUTHORITY FIGURES. IT WAS FOUND THAT THERE WAS A POSITIVE CORRELATION BETWEEN HIGH SELF-AWARENESS AND HIGH MOTHER IDEALIZATION AND HIGH SELF-AWARENESS AND MODERATE ATTITUDE

TUDES TOWARDS BOTH BEST AND LEAST LIKED TEACHERS. THERE WAS A NEGATIVE CORRELATION BETWEEN FATHER IDEALIZATION AND HIGH SELF-AWARENESS. EXTREME ATTITUDES TOWARDS BEST AND LEAST LIKED TEACHERS AND HIGH SELF-AWARENESS ARE ALSO A NEGATIVE CORRELATION. IT IS SUGGESTED THAT FEMALE TEACHERS WITH A HIGH FATHER IDENTIFICATION ARE NOT ABLE TO LIVE UP TO THEIR IDEAL, NOR ARE THEY ABLE TO LIVE UP TO AN IDEAL TEACHER. WHEN A TEACHER STRONGLY DEPRECIATED HER LEAST LIKED TEACHER, IT WAS SEEN AS A PROJECTION OF HER OWN FEARS ABOUT HER OWN TENDENCIES. SUCH TEACHERS ARE LOW IN SELF-AWARENESS AS AN EGO-DEFENSE. THIS DOCUMENT APPEARED IN THE SCHOOL REVIEW, 71, SPR., 79-86, 1963. (RP)

ED 013 252 TE 000 005

GRAY, DONALD, J.
THE 1965 INSTITUTES IN ENGLISH, REPORT OF A PILOT STUDY TO DEVELOP CRITERIA FOR EVALUATING NDEA INSTITUTES IN ENGLISH.
MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, N.Y.
PUB DATE APR 66

EDRS PRICE MF-\$0.50 HC-\$4.32 106P.
DESCRIPTORS *ENGLISH INSTRUCTION, *EVALUATION METHODS, *INSTITUTES (TRAINING PROGRAMS), *PILOT PROJECTS, *PROGRAM EVALUATION, FEDERAL PROGRAMS, INSERVICE TEACHER EDUCATION, MODERN LANGUAGE ASSOCIATION OF AMERICA, NATIONAL COUNCIL OF TEACHERS OF ENGLISH, NDEA SUMMER INSTITUTES IN ENGLISH, TEACHING METHODS.

THE DUAL PURPOSES OF THIS 1965 PILOT STUDY OF THE 103 NATIONAL DEFENSE EDUCATION ACT SUMMER INSTITUTES IN ENGLISH WERE TO DRAW CONCLUSIONS ABOUT HOW A STUDY OF INSTITUTES COULD BEST BE CONDUCTED AND WHAT OUGHT TO BE THE PURPOSES OF SUCH A STUDY, AND TO REPORT ON WHAT THE INSTITUTES ACCOMPLISHED, TENTATIVELY EVALUATING THEIR EFFECTIVENESS. THE PRIMARY DATA WERE COLLECTED THROUGH QUESTIONNAIRES SENT TO THE PARTICIPANTS AND STAFFS OF THE INSTITUTES, AND 3 TO 5-DAY VISITATIONS CONDUCTED AT NINE OF THEM. RECOGNIZING THE INHERENT LIMITATIONS OF SUCH AN ANALYSIS, THE PILOT STUDY DID INDICATE THAT MOST TEACHERS STUDIED MATERIAL THEY COULD PUT TO IMMEDIATE USE IN THEIR CLASSROOMS, AND THAT THE MATERIAL WAS IN SOME WAY APPROPRIATE TO THEIR PECULIAR SHORTCOMINGS, NEEDS, AND RESPONSIBILITIES. THE PROBLEMS OF THE INSTITUTES WERE GENERALLY THE OUTGROWTH OF THEIR UNIQUE NATURE—SHORT, UNIFIED SUMMER COURSES IN SUBJECTS TAUGHT TO STUDENTS WHO ARE TEACHERS THEMSELVES. FUTURE STUDIES SHOULD NOT ATTEMPT TO JUDGE INSTITUTES, BUT RATHER TO DESCRIBE THEM, COMMUNICATING TO NON-PARTICIPANT TEACHERS AND INSTITUTE DIRECTORS WHAT IS NEW AND EFFECTIVE IN THE INSTITUTES AND THE TEACHING OF ENGLISH. THE INFORMATION NECESSARY FOR SUCH A REPORT COULD BE GATHERED BEST BY (1) QUESTIONNAIRES WHICH PROBE NOT ONLY SUPERFICIAL OPINIONS ABOUT THE INSTITUTES BUT ALSO THE MOTIVES AND EXPECTATIONS OF PARTICIPANTS, (2) FOLLOW UP STUDIES

ON PARTICIPANTS, AND (3) INTENSIVE INTERVIEW VISITS TO INSTITUTES BY TEAMS COMPOSED OF A TEACHER OF ENGLISH AND A KNOWLEDGEABLE PERSON WHO IS NOT A TEACHER HIMSELF. (DL)

ED 013 253 24 TE 000 007

KENDRICK, WILLIAM M. BENNETT, CLAYTON L.
EFFECTIVENESS OF A SECOND GRADE LANGUAGE ARTS PROGRAM.
SAN DIEGO COUNTY DEPT. OF EDUCATION, CALIF.
REPORT NUMBER CRP-3235
PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$4.04 99P.

DESCRIPTORS *ENGLISH INSTRUCTION, *GRADE 2, *LANGUAGE ARTS, *PROGRAM EFFECTIVENESS, CALIFORNIA, LISTENING, READING, READING MATERIALS, READING SKILLS, RESEARCH PROJECTS, SAN DIEGO COUNTY, SPEAKING, STUDENT DEVELOPED MATERIALS, WRITING.

TEACHERS IN SAN DIEGO COUNTY, CALIFORNIA, TESTED THE RELATIVE EFFECTIVENESS OF AN EXPERIENCE APPROACH (EA) AND THE TRADITIONAL METHOD (TM) APPROACH TO THE TEACHING OF LANGUAGE ARTS AT THE SECOND-GRADE LEVEL, CONTINUING A STUDY BEGUN WITH THE SAME PUPILS IN FIRST GRADE THE PREVIOUS YEAR. GOALS OF THE PROJECT WERE TO DETERMINE WHETHER THE RELATIVE EFFECTIVENESS OF THE TWO APPROACHES WOULD BE SUSTAINED THROUGH A SECOND YEAR AND TO INDICATE THEIR EFFECTIVENESS WHEN APPLIED TO SECOND GRADE ONLY. THE EA UTILIZED STORIES AND EXPERIENCES, RELATED BY THE STUDENTS, AS THE PRIMARY BASIS FOR INSTRUCTION, WHEREAS THE TM APPROACH CENTERED AROUND INSTRUCTIONAL MATERIALS SUPPLIED TO THE TEACHERS. STATEMENTS OF CRITERIA AND RATIONALE SERVED AS GUIDELINE DESCRIPTIONS FOR EACH APPROACH, AND COORDINATORS VISITED THE CLASSROOMS REGULARLY TO HELP TEACHERS STAY WITHIN THE STUDY'S DESIGN. OF 34 COMPARISONS ANALYZED, 12 FAVORED THE EA AND 13 THE TM. HOWEVER, AS INSTRUCTION TIME INCREASED, THE EA ENHANCED ACHIEVEMENT IN READING, WRITING, SPEAKING, AND LISTENING SOMEWHAT MORE THAN DID THE TM, AND THE LEVEL OF CONFIDENCE IN THE OBSERVED DIFFERENCES IMPROVED. WITH INSTRUCTION LIMITED TO ONE YEAR, THE NUMBER OF SIGNIFICANT DIFFERENCES WAS COMPARABLE TO THAT FOR TWO YEARS, BUT SUBSTANTIALLY FEWER WERE SIGNIFICANT AT THE .01 LEVEL OF CONFIDENCE. (RD)

ED 013 254 TE 000 011

SHUGRUE, MICHAEL F. AND OTHERS
AN EVALUATION OF THE USE OF ENGLISH INSTITUTE MATERIALS IN NDEA SUMMER INSTITUTES IN ENGLISH.
PUB DATE NOV 66
EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *ENGLISH INSTRUCTION, *INFORMATION DISSEMINATION, *INSTITUTES (TRAINING PROGRAMS), *PROGRAM EVALUATION, ENGLISH INSTITUTE MATERIALS CENTER, FEDERAL PROGRAMS, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, MODERN LANGUAGE ASSOCIATION OF AMERICA, NDEA SUMMER INSTITUTES IN ENGLISH, TEACHING METHODS, CONTRACT OEC-2-6-001005-1005

IN THE SUMMER OF 1966, THE MODERN LANGUAGE ASSOCIATION OF AMERICA CONDUCTED A REVIEW OF THE USE AND EFFECTIVENESS OF EXPERIMENTAL CURRICULUM UNITS DISTRIBUTED BY THE ENGLISH INSTITUTE MATERIALS CENTER (EIMC) TO NATIONAL DEFENSE EDUCATION ACT (NDEA) SUMMER INSTITUTES IN ENGLISH AND CLOSELY RELATED AREAS. THE EVALUATORS VISITED 27 INSTITUTES, REPRESENTING A CROSS-SECTION THROUGHOUT THE UNITED STATES, WHERE WORKSHOPS AND CLASSES WERE OBSERVED AND DISCUSSIONS WERE HELD WITH INSTITUTE DIRECTORS, STAFFS, AND PARTICIPANTS. REPORTS ON VISITS AND QUESTIONNAIRES SENT TO EACH INSTITUTE PARTICIPATING IN EIMC SHOWED THAT EIMC PERFORMED A VALUABLE SERVICE TO NDEA SUMMER INSTITUTES IN ENGLISH, BUT THAT EIMC MATERIALS GENERALLY WERE NOT WELL USED. BECAUSE THEY FREQUENTLY ARRIVED TOO LATE FOR CAREFUL STUDY BY INSTITUTE DIRECTORS AND STAFF, THE MATERIALS WERE NOT INCORPORATED EXTENSIVELY INTO INSTITUTE PROGRAMS BUT WERE UTILIZED ONLY AS REFERENCE MATERIAL OR WERE MERELY GIVEN TO PARTICIPANTS WITHOUT DEMONSTRATION. WHEN EXPOSED TO EIMC MATERIALS THROUGH DEMONSTRATIONS AND WORKSHOPS, HOWEVER, PARTICIPANTS RESPONDED ENTHUSIASTICALLY. THE EFFECTIVENESS OF EIMC MATERIALS COULD BE IMPROVED BY ADDING NEW UNITS AND BY SYSTEMATICALLY INTRODUCING CURRICULUM MATERIALS TO INSTITUTE DIRECTORS, WITH SPECIFIC SUGGESTIONS ON THEIR SELECTION AND UTILIZATION. IN ADDITION, THE ESTABLISHMENT OF CENTERS SIMILAR TO EIMC BY OTHER DISCIPLINES SHOULD BE GIVEN SERIOUS CONSIDERATION. (THE OPERATION OF AN INSTITUTE MATERIALS CENTER IS EXPLAINED IN THE APPENDIX.) (DL)

ED 013 255 TE 000 013

KLAUSMEIER, HERBERT J. AND OTHERS
INDIVIDUALIZING INSTRUCTION IN LANGUAGE ARTS THROUGH DEVELOPMENT AND RESEARCH IN R AND I UNITS OF LOCAL SCHOOLS, 1965-1966.
WISCONSIN UNIV., MADISON
REPORT NUMBER WU-TR-19
PUB DATE FEB 67
EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *HANDWRITING INSTRUCTION, *RESEARCH AND DEVELOPMENT CENTERS, *SPELLING, COGNITIVE DEVELOPMENT, EDUCATIONAL EXPERIMENTS, EXPERIMENTAL PROGRAMS, GROUP INSTRUCTION, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL MATERIALS, MADISON, R AND I UNITS, R D CTR. FOR COGNITIVE LEARNING, READING, UNIVERSITY OF WISCONSIN, CONTRACT OEC-5-10-154

OF THE EIGHT INITIAL EXPERIMENTS CONDUCTED BY RESEARCH AND INSTRUCTION (R AND I) UNITS, ESTABLISHED IN WISCONSIN SCHOOLS TO DEVELOP AND EXECUTE EXEMPLARY INSTRUCTIONAL PROGRAMS AND CONTINUOUSLY IMPROVE THEM THROUGH A PROGRAM OF RESEARCH, THREE EXPERIMENTS ACHIEVED SIGNIFICANT RESULTS. IN ONE, 99 SIXTH-GRADERS RECEIVED THREE TYPES OF SPELLING INSTRUCTION—WORKBOOKS, AN INTEGRATED APPROACH IN WHICH STUDENTS

WERE TAUGHT A SPELLING METHOD AND WERE LED TO APPLY THIS IN WRITING NEW WORDS, AND INDIVIDUALIZED INSTRUCTION, ON RECALL, AND RECOGNITION TESTS AND A PROOFREADING TASK, PREVIOUS ACHIEVEMENT LEVELS WERE MAINTAINED REGARDLESS OF THE METHOD OF INSTRUCTION USED, AND FEMALES SCORED HIGHER THAN MALES. SPELLING ERRORS ON THEME WRITING REVEALED THAT WORKBOOK INSTRUCTION SHOWED THE LEAST TRANSFER TO A WRITING SITUATION. HOWEVER, FREQUENCY OF DICTIONARY USAGE WAS MARKEDLY HIGHEST UNDER THE SPELLING WORKBOOK APPROACH. TWO OTHER EXPERIMENTS, INVOLVING NINE-WEEK STUDIES IN HANDWRITING INSTRUCTION, WERE CONDUCTED BY THIRD- AND FOURTH-GRADE R AND I UNITS. LEGIBILITY RATINGS OF HANDWRITING SAMPLES UNDER NORMAL, FAST, AND BEST CONDITIONS INDICATED THAT ON THE THIRD-GRADE LEVEL THE TRADITIONAL GROUP-METHOD OF INSTRUCTION WAS MUCH LESS EFFECTIVE THAN THE DIAGNOSTIC INDIVIDUALIZED APPROACH. IN THE FOURTH-GRADE LEVEL EXPERIMENT, NO SIGNIFICANT DIFFERENCES IN IMPROVEMENT WERE FOUND BETWEEN THESE METHODS OF INSTRUCTION, BUT IMPROVEMENT IN LEGIBILITY WAS GREATER IN GRADE 4, WITH EITHER TREATMENT, THAN IN GRADE 3. OTHER UNITS CONDUCTED FIVE ADDITIONAL SHORT EXPERIMENTS IN READING, BUT NO SIGNIFICANT RESULTS WERE OBTAINED. (DL)

ED 013 256 TE 000 017

BLOUNT, NATHAN S. AND OTHERS
THE EFFECTIVENESS OF PROGRAMED MATERIALS IN ENGLISH SYNTAX AND THE RELATIONSHIP OF SELECTED VARIABLES TO THE LEARNING CONCEPTS.
WISCONSIN UNIV., MADISON
REPORT NUMBER WU-TR-17
PUB DATE JAN 67

EDRS PRICE MF-\$0.50 HC-\$2.52 61P.

DESCRIPTORS *ENGLISH INSTRUCTION, *PROGRAM EVALUATION, *PROGRAMED MATERIALS, *RESEARCH AND DEVELOPMENT CENTERS, *SYNTAX, FEEDBACK, GRAMMAR, INSTRUCTIONAL MATERIALS, INTELLIGENCE QUOTIENT, JUNIOR HIGH SCHOOL STUDENTS, MADISON, PROGRAMED INSTRUCTION, R D CTR. FOR LEARNING AND RE-EDUC. REVIEW (REEXAMINATION), TEACHING TECHNIQUES, TRANSFORMATION THEORY (LANGUAGE), UNIVERSITY OF WISCONSIN, WRITING EXERCISES, CONTRACT OEC-5-10-154

THE RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION AT THE UNIVERSITY OF WISCONSIN CONDUCTED AN EXPERIMENT IN THE SUMMER OF 1966 TO TEST AND IMPROVE ITS PROGRAMED INSTRUCTIONAL MATERIALS IN STRUCTURAL AND TRANSFORMATIONAL GRAMMAR AND TO EXTEND KNOWLEDGE ABOUT CERTAIN VARIABLES RELATED TO EFFICIENCY OF LEARNING CONCEPTS—THE IQ LEVELS AND SEX OF STUDENTS, AND THE EFFECTIVENESS OF ADVANCED ORGANIZERS, REVIEW OF MATERIAL, NEGATIVE INSTANCES OF CONCEPTS, INFORMATIVE FEEDBACK, AND WRITING EXERCISES. FOR EACH PROGRAMED LESSON COMPLETED BY THE 48 PRE-EIGHTH GRADERS, TIME FOR COMPLETION AND PERCENTAGE OF ERRORS WERE RECORDED. RESULTS SHOWED THAT THE AVERAGE COMPLETION TIME OF A LESSON WAS

WELL WITHIN THE LIMITS OF A CLASS PERIOD AND THAT, WITH AN ERROR RATE OF 7.3 PERCENT PER LESSON, THE MATERIAL WAS EFFECTIVELY LEARNED. MULTIPLE CHOICE AND COMPLETION TESTS MEASURED LEARNING PROGRESS. SEX AND IQ SHOWED HIGH AND CONSISTENT CORRELATIONS—FEMALES TENDED TO SCORE HIGHER ON TESTS THAN MALES, AND TEST RESULTS CLOSELY PARALLELED IQ LEVELS. THOSE STUDENTS WHO RECEIVED INFORMATIVE FEEDBACK AND WRITTEN EXERCISES SCORED CONSISTENTLY HIGHER ON TESTS THAN THOSE WHO DID NOT RECEIVE THESE AIDS. THEREFORE, INCORPORATION OF THESE TECHNIQUES IN THE USE OF THE PROGRAMED MATERIAL IN THE JUNIOR HIGH SCHOOL SEEMS ADVISABLE. ON THE OTHER HAND, ADVANCED ORGANIZERS, REVIEWS, AND NEGATIVE INSTANCES OF CONCEPTS DID NOT CORRELATE SIGNIFICANTLY WITH TEST SCORES. (DL)

ED 013 257 UD 000 159

SULLIVAN, NEIL. AND OTHERS
BOUND FOR FREEDOM—AN EDUCATOR'S ADVENTURES IN PRINCE EDWARD COUNTY, VIRGINIA.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ECONOMICALLY DISADVANTAGED, *NEGRO STUDENTS, *SCHOOL ENVIRONMENT, *SOUTHERN SCHOOLS, ADMINISTRATIVE PERSONNEL, BUS TRANSPORTATION, CAUCASIANS, EDUCATIONAL EXPERIENCE, FREE SCHOOLS, HEALTH SERVICES, PRINCE EDWARD COUNTY, RURAL AREAS, SCHOOL BUILDINGS, SOUTHERN ATTITUDES, TEACHER RECRUITMENT, TEACHERS, TEACHING METHODS, VIRGINIA.

THE DEVELOPMENT AND OPERATION OF THE PRIVATELY FINANCED FREE SCHOOLS OF PRINCE EDWARD COUNTY, VIRGINIA, ARE DESCRIBED IN THIS BOOK OF REMINISCENCES. THE SCHOOLS WERE FOUNDED BECAUSE THE BOARD OF SUPERVISORS IN THE COUNTY HAD REFUSED TO COLLECT TAXES TO SUPPORT DESEGREGATED SCHOOLS. IN A 3-WEEK PERIOD 100 TEACHERS HAD TO BE FOUND FOR THE MORE THAN 1500 STUDENTS (ALL BUT A HANDFUL WERE NEGRO) WHO WERE EXPECTED TO BE ENROLLED IN FOUR SCHOOLS. AFTER BEING CLOSED FOR FOUR YEARS, THE SCHOOL BUILDINGS NEEDED MUCH REPAIR AND PREPARATION. A BIRACIAL TEACHING AND ADMINISTRATIVE STAFF FINALLY WAS GATHERED, BUT MANY OF THE PERSONNEL HAD TO BE TRAINED TO USE THE NEW METHODS AND EQUIPMENT. FORMER PEACE CORPSMEN MADE UP A NUMBER OF THE TEACHING RECRUITS. ALMOST HALF OF THE CHILDREN NEVER HAD HAD A SCHOOL EXPERIENCE AND MANY OF THE 14- AND 15-YEAR-OLDS WERE READING AT THIRD- OR FOURTH-GRADE LEVELS. ANOTHER PROBLEM WAS ORGANIZING THE BUS SERVICE IN THIS RURAL AREA, RENOVATING THE BUSES, AND FINDING AND HIRING DRIVERS. THIS BOOK DISCUSSES THE HARASSMENTS BY THE HOSTILE WHITE COMMUNITY AND THE GENEROUS SUPPORT OF THE SCHOOLS BY PEOPLE THROUGHOUT THE NATION, AND DESCRIBES THE DAY-TO-DAY PROBLEMS OF FEEDING, TRANSPORTING, AND CLOTHING AN IMPOVERISHED POPULATION. AVAILABLE FROM LITTLE, BROWN AND CO., BOSTON, MASS. - PRICE \$5.50, 232P. (NH)

ED 013 258

RIESSMAN, FRANK
THE SIGNIFICANCE OF SOCIALLY DISADVANTAGED STATUS.

PUB DATE 24 APR 63

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *DISADVANTAGED YOUTH, *LEARNING, *TEACHER ATTITUDES, *TEACHING TECHNIQUES, *URBAN SCHOOLS, BEHAVIOR PATTERNS, EDUCATIONAL CHANGE.

THE RECENT CONCERN FOR THE PROBLEMS OF THE POOR IS BEING REFLECTED IN CHANGES IN EDUCATIONAL THEORY AND PRACTICES. EDUCATORS NOW FEEL THAT THE DISADVANTAGED YOUTH IS EDUCABLE AND THAT IT IS THE SCHOOL'S RESPONSIBILITY TO EDUCATE HIM. THERE IS, HOWEVER, THE DANGER THAT THIS PRESENT CONCERN IS ONLY A "FAD" AND THUS WILL PASS. IN THEIR INCREASED INTEREST IN THE PROBLEMS OF THE DISADVANTAGED, EDUCATORS MUST GUARD AGAINST DIRECTING PARENTS ABOUT THEIR CHILDREN'S EDUCATION WITHOUT ENCOURAGING RECIPROCAL ADVICE. THERE IS ALSO THE DANGER THAT THIS NEW CONCERN WILL BURDEN PRESCHOOL EDUCATION WITH THE RESPONSIBILITY FOR GUARANTEEING THE DISADVANTAGED CHILD'S ACADEMIC ACHIEVEMENT. UNFORTUNATELY, IN STRESSING THE WEAKNESSES OF THE DISADVANTAGED CHILD, EDUCATORS DISREGARD THE POSITIVE ASPECTS OF HIS LEARNING AND LIFE STYLES. AWARENESS, FOR EXAMPLE, OF THE STRENGTH OF THE CHILD'S CONCRETE AND PHYSICAL LEARNING STYLE CAN HELP THE WELL-TRAINED SLUM TEACHER TO MOTIVATE THE CHILD EVEN BEYOND HIS GRADE LEVEL. CONTRARY TO WHAT MANY TEACHERS BELIEVE THIS LEARNING STYLE DOES NOT PRECLUDE THE CHILD'S ACADEMIC SUCCESS NOR DOES IT REQUIRE HIS BEING TRACKED INTO A VOCATIONAL CURRICULUM. UNDERSTANDINGS OF THIS KIND WILL PERMIT TEACHERS TO MAKE EFFECTIVE USE OF SUCH POTENTIALLY USEFUL TEACHING TECHNIQUES AS ROLE PLAYING. (LB)

ED 013 259 UD 001 385

HAMBURGER, MARTIN
THE IMPACT OF SOCIALLY DISADVANTAGED STATUS ON SCHOOL LEARNING AND ADJUSTMENT.

PUB DATE 24 APR 63

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *GUIDANCE COUNSELING, *LOWER CLASS STUDENTS, *MIDDLE CLASS CULTURE, *MIDDLE CLASS VALUES, CONFORMITY, CULTURAL DISADVANTAGEMENT, CULTURE CONFLICT.

EDUCATIONAL RESEARCH GENERALIZES TOO FREELY ABOUT THE EFFECT OF LOWER-CLASS CULTURE AND THE ENVIRONMENT OF THE MIDDLE-CLASS SCHOOL ON THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED CHILD. IF INSTEAD EDUCATORS CONSIDERED THE RANGES AND VARIATIONS OF EACH OF THESE INFLUENCES, AND THE VARIABLES ACCOUNTING FOR THE DISADVANTAGED CHILD'S ACADEMIC SUCCESS AS WELL AS HIS FAILURE, THEY MIGHT REALIZE THAT IT IS ONLY WHEN THE VALUES OF THE DISADVANTAGED STUDENT ARE ALIGNED WITH MIDDLE-CLASS VALUES THAT ACHIEVEMENT IN SCHOOL OCCURS. TOO OFTEN, UNDER THE GUISE

OF RESPECTING THE "PHENOMENOLOGY." OF LOWER-CLASS CULTURE, EDUCATORS MAKE NO ATTEMPT TO INTERVENE ACTIVELY TO PREPARE THE DISADVANTAGED FOR THOROUGH ABSORPTION INTO THE PREVAILING MIDDLE-CLASS SOCIETY. WHETHER IT IS ETHICALLY RIGHT OR WRONG, ONLY WHEN THESE YOUTHS ACCEPT THE MIDDLE-CLASS VALUES IMPLICIT IN THE EDUCATIONAL SYSTEM WILL THEY SUCCESSFULLY REMAIN IN SCHOOL. THUS COUNSELORS MUST TALK TO STUDENTS TRUTHFULLY AND REALISTICALLY ABOUT THE IMPLICATIONS OF THEIR LOW SOCIOECONOMIC STATUS AND THE IMPOVERISHED CONDITIONS IN WHICH THEY LIVE. OTHERWISE THE STUDENT MAY DEVELOP CONFLICTS AND DEFENSES WHICH WILL MAKE HIM REJECT THE SCHOOL, WHICH IS CAUSING THIS CONFLICT, AND WILL IMBED HIMSELF ONCE AGAIN IN THE DETRIMENTAL SECURITY OF HIS LOWER-CLASS WORLD. (LB)

ED 013 260

UD 001 386

GORDON, EDMUND W.

NEW CONCEPTS IN GUIDANCE SERVICES.

PUB DATE 24 APR 63

EDRS PRICE MF-00.25 HC-00.52 11P.

DESCRIPTORS *COUNSELOR FUNCTIONS, *DISADVANTAGED YOUTH, *ENVIRONMENT, *GUIDANCE SERVICES, COGNITIVE DEVELOPMENT, COUNSELORS, INTERACTION, LEARNING ACTIVITIES, SCHOOL COMMUNITY RELATIONSHIP.

INSTEAD OF A STRICTLY QUANTITATIVE DESCRIPTION OF THE SOCIALLY DISADVANTAGED LEARNER'S INTELLECT AND APTITUDE, GUIDANCE PERSONNEL SHOULD EMPHASIZE A QUALITATIVE ANALYSIS OF THE "TOTAL LIFE EXPERIENCES" WHICH INTERACT WITH, AND SOMETIMES IMPEDE, THE LEARNER'S INTELLECTUAL DEVELOPMENT. AN UNDERSTANDING OF THE ENVIRONMENTAL AND PERSONAL SOCIAL INFLUENCES IN A DISADVANTAGED CHILD'S LIFE WILL HELP EDUCATORS TO PRESCRIBE MEANINGFUL, EFFECTIVE LEARNING EXPERIENCES FOR HIM. HOWEVER, JUST SUCH AN UNDERSTANDING MAKES PAINFULLY EVIDENT THE INADEQUACY OF THE INTERVIEW TECHNIQUE IN COUNSELING, WHICH AT PRESENT SEEMS TO STRESS THE CHILD'S ADJUSTMENT TO HIS DISADVANTAGED CONDITION. RATHER THAN MAINTAIN THIS APPROACH, COUNSELORS SHOULD IDENTIFY AND ACTUALLY CORRECT THE SOCIAL AND ENVIRONMENTAL INFLUENCES WHICH CAUSE EDUCATIONAL DISADVANTAGE, AND INVOLVE THE HOME AND COMMUNITY IN THIS ENDEAVOR. ALSO, BOTH COUNSELORS AND TEACHERS SHOULD DRAW UPON THE CHILD'S FEELINGS ABOUT NEGRO AUTHORITY FIGURES, SUCH AS CIVIL RIGHTS LEADERS, WHO CURRENTLY ARE STRUGGLING TO ELIMINATE SOCIAL DISADVANTAGEMENT. THUS, BY ACKNOWLEDGING THE EFFECTS OF, AND ACTUALLY CONTROLLING, THE CHILD'S ENVIRONMENTAL ENCOUNTERS, EDUCATORS WILL BETTER BE ABLE TO INCREASE HIS SOCIAL AND INTELLECTUAL DEVELOPMENT. (LB)

ED 013 261

UD 001 388

PLAUT, RICHARD

SEARCHING AND SALVAGING TALENT AMONG SOCIALLY DISADVANTAGED POPULATIONS.

PUB DATE 24 APR 63

EDRS PRICE MF-00.25 HC-00.52 11P.

DESCRIPTORS *DEMONSTRATION PROJECTS, *NEGROES, *TALENT IDENTIFICATION, ACADEMIC ACHIEVEMENT, COLLEGE INTEGRATION, COLLEGE PLACEMENT, COLLEGE PREPARATION, COLLEGES, COMMUNITY TALENT SEARCH, DATA, DISADVANTAGED YOUTH, GUIDANCE, MOTIVATION, NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS, SCHOLARSHIPS.

BECAUSE NEGROES COMPRISE LESS THAN 1 PERCENT OF THE INTERRACIAL COLLEGE POPULATION, EDUCATORS MUST TRY TO IDENTIFY THE MANY CAPABLE DISADVANTAGED NEGRO HIGH SCHOOL STUDENTS AND ENCOURAGE THEM TO ATTEND INTEGRATED COLLEGES. THE NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS (NSSFNS), IN A SHORT-TERM APPROACH TO THIS PROBLEM, ADVISES HIGH SCHOOL SENIORS ABOUT ADMISSION AND SCHOLARSHIP OPPORTUNITIES IN INTEGRATED COLLEGES. WITHIN A 14-YEAR PERIOD, NSSFNS HAS HELPED 8500 STUDENTS ENROLL IN 350 ACCREDITED 4-YEAR COLLEGES, WITH OVER \$3,700,000 IN SCHOLARSHIPS. DESPITE RELATIVELY LOW NATIONAL APTITUDE AND ACHIEVEMENT TEST SCORES, THESE STUDENTS HAD SUCCESSFUL COLLEGE CAREERS, AND ACHIEVED CONSISTENTLY BEYOND THE LEVEL PREDICTED FOR THEM. THE LONG-TERM APPROACH INITIATED BY NSSFNS ENCOURAGES SCHOOL PERSONNEL TO IDENTIFY AND MOTIVATE TALENTED DISADVANTAGED STUDENTS EARLIER THAN THE 12TH GRADE. IN THIS CONNECTION, THE NEW YORK CITY BOARD OF EDUCATION SUCCESSFULLY ESTABLISHED A 6-YEAR DEMONSTRATION GUIDANCE PROJECT IN JUNIOR HIGH SCHOOL 43 AND GEORGE WASHINGTON HIGH SCHOOL. MORE STUDENTS IN THE PROJECT ENROLLED IN COLLEGE THAN NON-PROJECT STUDENTS FROM THE SAME SCHOOL, AND MOST OF THE EARLY PROJECT GRADUATES CONTINUED THEIR EDUCATION BEYOND HIGH SCHOOL IN SOME FORM. OTHER PROJECTS HAVE GROWN OUT OF THE ORIGINAL DEMONSTRATION PROJECT, BUT THEIR EFFECTIVENESS DEPENDS ON THE AVAILABILITY OF FUNDS, THE SCHOOL'S INITIAL SUCCESS IN IDENTIFYING THE ABLE STUDENT, AND ON INDIVIDUAL AND GROUP GUIDANCE TO CHANGE BOTH THE STUDENT'S NEGATIVE SELF-IMAGE AND THE PARENT'S ATTITUDES. (LB)

ED 013 262

UD 001 389

MOORE, JAMES W.

NEW PROGRAMS AND TRENDS IN GUIDANCE FOR SOCIALLY DISADVANTAGED YOUTH.

PUB DATE 24 APR 63

EDRS PRICE MF-00.25 HC-00.64 14P.

DESCRIPTORS *COUNSELOR ROLE, *DEMONSTRATION PROJECTS, *DISADVANTAGED YOUTH, *GUIDANCE SERVICES, COMMUNITY INVOLVEMENT, CULTURAL ISOLATION, DROPOUTS, HOLDING POWER PROJECT, NEW YORK STATE EDUCATION DEPARTMENT, PARENT ATTITUDES, PROJECT ABLE, SCHOOL HOLDING POWER, STEP (SCHOOL TO EMPLOYMENT PROGRAM), TALENT SEARCH, TEACHER ATTITUDES.

THE BUREAU OF GUIDANCE OF THE NEW YORK STATE EDUCATION DEPART-

MENT INITIATES DEMONSTRATION GUIDANCE PROJECTS FOR DISADVANTAGED STUDENTS WHICH ARE CONDUCTED THROUGHOUT THE STATE. PROPOSALS FOR THESE PROJECTS ARE SUBMITTED BY THE LOCAL SCHOOL DISTRICTS BECAUSE GUIDANCE AND EDUCATIONAL PROJECTS CONDUCTED AT THIS LEVEL ARE MOST PROMISING. PROJECT ABLE SUPPORTS COMPENSATORY EDUCATION PROGRAMS ON VARIOUS GRADE LEVELS FOR TALENTED BUT DEPRIVED STUDENTS. TALENT SEARCH IS SIMILAR TO PROJECT ABLE EXCEPT THAT IT INVOLVES ONLY DISADVANTAGED SECONDARY SCHOOL STUDENTS AND OFFERS THEM ONLY ADDITIONAL GUIDANCE SERVICES. STEP (SCHOOL TO EMPLOYMENT PROGRAM), WORK-STUDY PROGRAM, WAS ESTABLISHED FOR POTENTIAL DROPOUTS. THE NOW-COMPLETED HOLDING POWER PROJECT TRIED TO DISCOVER HOW SPECIFIC GUIDANCE SERVICES CAN REDUCE THE DROPOUT RATE, AND FOUND THAT EARLY IDENTIFICATION OF POTENTIAL DROPOUTS AND CLOSE COORDINATION OF STAFF EFFORTS INCREASE SCHOOL HOLDING POWER. THE TOTAL ATTITUDE AND EFFORTS OF COUNSELORS, INSTRUCTIONAL STAFF, FELLOW STUDENTS, AND ESPECIALLY PARENTS INFLUENCED A POTENTIAL DROPOUT'S DECISION TO STAY IN SCHOOL. IN GENERAL, AS CULTURAL MEDIATOR THE SLUM SCHOOL COUNSELOR MUST, UNLIKE HIS SUBURBAN COUNTERPART, REACH OUT TO COMMUNICATE WITH STUDENTS AND PARENTS TO MAKE THEM SENSITIVE TO COURSES OF ACTION WHICH WILL LEAD THEM AWAY FROM SOCIAL AND ECONOMIC BOUNDARIES IMPOSED BY THE GHETTO. (LB)

ED 013 263

UD 001 390

FINLEY, OTIS

COMMUNITY RESOURCES IN THE GUIDANCE OF SOCIALLY DISADVANTAGED YOUTH.

PUB DATE 24 APR 63

EDRS PRICE MF-00.25 HC-00.40 8P.

DESCRIPTORS *COMMUNITY RESOURCES, *DISADVANTAGED YOUTH, *GUIDANCE SERVICES, *NEGROES, COMMUNITY AGENCIES (PUBLIC), COMMUNITY INVOLVEMENT, DROPOUTS, FEDERAL PROGRAMS, URBAN LEAGUE.

BECAUSE THE PROBLEMS OF EDUCATING SOCIALLY DISADVANTAGED CHILDREN EXTEND FAR BEYOND CLASSROOM WALLS, GUIDANCE COUNSELORS MUST CONSIDER THE ECONOMIC, SOCIAL, AND POLITICAL FACTORS WHICH AFFECT THE LIVES OF THESE CHILDREN. IN GUIDING THE NEGRO CHILD, FOR EXAMPLE, THE COUNSELOR SHOULD BE AWARE OF THE HOUSING AND EMPLOYMENT PROBLEMS WHICH THIS CHILD'S FAMILY FACES. TO DEAL WITH THESE AND THE OTHER PROBLEMS WHICH AFFECT THE DISADVANTAGED CHILD'S SCHOOL PERFORMANCE (MANY DROP OUT OR BECOME DELINQUENT), GUIDANCE PERSONNEL SHOULD MAKE WIDER USE OF THE SERVICES OF THE COMMUNITY AGENCIES WHICH ARE SENSITIVE TO THE NEEDS OF THE DISADVANTAGED. THE URBAN LEAGUE, FOR EXAMPLE, COOPERATES WITH SCHOOLS, COLLEGES, AND COMMUNITY GROUPS TO DEVELOP DEMONSTRATION PROJECTS, ARRANGES VOCATIONAL OPPORTUNITY CAMPAIGNS, AND CONSULTS WITH OTHER CONCERNED ORGANIZATIONS. BESIDES THE URBAN

LEAGUE, THERE ARE MANY FEDERAL AND STATE ORGANIZATIONS, LIKE THE NATIONAL COMMITTEE ON CHILDREN AND YOUTH AND THE OHIO CIVIL RIGHTS COMMISSION, WHICH CAN HELP COUNSEL DISADVANTAGED CHILDREN AND YOUTH. SCHOOLS, HOWEVER, DO NOT MAKE WIDE USE OF THESE ORGANIZATIONS OR OF COMMUNITY RESOURCES IN GENERAL, POSSIBLY BECAUSE ADMINISTRATORS "FEAR" COMMUNITY INVOLVEMENT, ESPECIALLY WHEN IT REQUIRES CROSSING RACIAL LINES. (LB)

ED 013 264 UD 001 581

CLARK, KENNETH
DARK GHETTO-DILEMMAS OF SOCIAL POWER.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GHETTOS, *NEGROES, *SOCIALLY DISADVANTAGED, CAUCASIANS, COMMUNITY PROBLEMS, EDUCATIONAL PROBLEMS, HARLEM, HARLEM YOUTH OPPORTUNITIES UNLIMITED, MENTAL HEALTH, POWER STRUCTURE, PSYCHOLOGICAL CHARACTERISTICS, SOCIAL CHANGE, SOCIOCULTURAL PATTERNS.

PARTIALLY BASED ON INFORMATION GATHERED IN THE HARLEM YOUTH OPPORTUNITIES UNLIMITED PROJECT, THIS BOOK, WRITTEN FOR THE GENERAL PUBLIC, DISCUSSES THE PROBLEMS OF GHETTO COMMUNITIES AND ITS INHABITANTS AS INTERPRETED FROM THE AUTHOR'S POSITION AS AN "INVOLVED OBSERVER." THE AUTHOR FEELS THAT ALTHOUGH SOME OF THE PROBLEMS OF THE LOWER STATUS NEGRO ARE SIMILAR TO THOSE OF ALL POOR PEOPLE IN THE SLUMS, AMERICAN RACISM GIVES THE NEGRO A FEELING THAT HE IS UNABLE TO RISE ECONOMICALLY AND ESCAPE FROM THE SLUMS. THE BOOK ESSENTIALLY IS A DESCRIPTION OF THE PERSONAL AND SOCIAL CONSEQUENCES OF GHETTO LIFE, THE CONSEQUENCES OF THE GHETTO RESIDENT'S LACK OF POWER TO CHANGE HIS STATUS, AND THE INABILITY OR UNWILLINGNESS OF THOSE IN POSITIONS OF POWER TO USE THEIR POWER FOR CONSTRUCTIVE SOCIAL CHANGE. SPECIFICALLY, THE BOOK CONTAINS AN ANALYSIS SUPPORTED BY ANY AVAILABLE DATA OF THE SOCIAL DYNAMICS, PSYCHOLOGY, PATHOLOGY, POWER STRUCTURE, AND EDUCATIONAL PROBLEMS OF NEGRO GHETTO LIFE. THERE ARE ALSO DISCUSSIONS OF THE APPROPRIATENESS AND EFFECTIVENESS OF VARIOUS STRATEGIES FOR CHANGE AND OF THE RELATIONSHIP OF THE NEGRO AND WHITE LIBERAL. AVAILABLE FROM HARPER AND ROW, PUB. INC., 49 EAST 33RD ST., N.Y. 16, N.Y. - PRICE \$4.95, 284P. (JL)

ED 013 265 UD 002 363

FROST, JOEL L. HAWKES, GLENN R.
THE DISADVANTAGED CHILD-ISSUES AND INNOVATIONS.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISADVANTAGED YOUTH, *EDUCATION, COMMUNICATION SKILLS, COMMUNITY, CURRICULUM, DROPOUTS, FAMILY ROLE, INSTRUCTIONAL AIDS, INTELLIGENCE TESTS, MIGRANT EDUCATION, PRESCHOOL CHILDREN, PROGRAMS, TEACHER EDUCATION, TEACHING MF, HODS,

PART ONE OF THIS COLLECTION OF PREVIOUSLY PUBLISHED ARTICLES CONTAINS DISCUSSIONS OF THE DEFINITIONS OF "THE DISADVANTAGED" AND OF THE SCOPE OF THE PROBLEM OF POVERTY. THE ARTICLES IN PART TWO DISCUSS THE CHARACTERISTICS OF THE DISADVANTAGED, THE ETIOLOGY OF SCHOOL DROPOUT, A SOCIOLOGICAL VIEWPOINT ON THE EDUCATION OF CULTURALLY DISADVANTAGED CHILDREN, AND THE VALUE OF A SCHOOL'S MIDDLE-CLASS CULTURAL ORIENTATION. PART THREE DEALS WITH THE NATURE OF INTELLIGENCE AND INTELLECTUAL DEVELOPMENT, NEGRO INTELLIGENCE, ENVIRONMENTAL EFFECTS ON INTELLIGENCE, AND IQ TESTS AND TESTING. PART FOUR, ON THE EDUCATION OF THE YOUNG CHILD, CONTAINS ARTICLES ON SENSORY DEPRIVATION, EARLY CHILDHOOD BEHAVIOR, AND TEACHING STRATEGIES FOR PRESCHOOLERS. THE MATERIAL IN PART FIVE DISCUSSES THE EDUCATION OF THE OLDER DISADVANTAGED CHILD, EDUCATION IN URBAN AND RURAL AREAS AND FOR MIGRANT YOUTH, AND CONTAINS AN OVERVIEW OF RESEARCH ON THE EDUCATION OF DISADVANTAGED. PART SIX IS DEVOTED TO TEACHING METHODS AND MATERIALS IN LANGUAGE ARTS, MATHEMATICS, AND SCIENCE. THE ARTICLES IN SEVEN DISCUSS TEACHER TRAINING, AND THE FINAL SECTION, PART EIGHT, DEALS WITH INDIVIDUAL, FAMILY, AND COMMUNITY FACTORS IN CULTURAL DISADVANTAGEMENT. THIS DOCUMENT IS AVAILABLE FROM HOUGHTON MIFFLIN COMPANY, 53 WEST 43RD STREET, NEW YORK, NEW YORK 10036, 445 PAGES, FOR \$4.95. (NH)

ED 013 266 UD 002 509

WEBSTER, STATEN W.

THE DISADVANTAGED LEARNER-KNOWLEDING, UNDERSTANDING, EDUCATING, A COLLECTION OF ORIGINAL AND PUBLISHED ARTICLES.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CULTURAL BACKGROUND, *DISADVANTAGED YOUTH, *EDUCATIONAL PROBLEMS, *LEARNING DIFFICULTIES, *SOCIAL ENVIRONMENT, AMERICAN INDIANS, APPALACHIA, CHINESE AMERICANS, INSTRUCTIONAL INNOVATION, JAPANESE AMERICAN CULTURE, LANGUAGE ARTS, LANGUAGE PATTERNS, MATHEMATICS, MEXICAN AMERICANS, MIGRANTS, MINORITY GROUPS, NEGROES, PARENT SCHOOL RELATIONSHIP, PERSONALITY, PUERTO RICANS, READING, SCHOOL COMMUNITY RELATIONSHIP, SCHOOLS, SCIENCE INSTRUCTION, SOCIAL STUDIES, TEACHERS, TEACHING TECHNIQUES.

THE 73 ARTICLES IN THIS THREE-PART COLLECTION PROVIDE A BACKGROUND FOR UNDERSTANDING THE EDUCATIONAL PROBLEMS OF THE DISADVANTAGED CHILD AND DISCUSS WAYS OF DEALING WITH THEM. PART I PRESENTS A FRAME OF REFERENCE FOR UNDERSTANDING THE SOCIAL HERITAGE AND PRESENT ADJUSTMENT PROBLEMS OF THE DISADVANTAGED. THIS SECTION CONTAINS ARTICLES WHICH DESCRIBE THE CHARACTERISTICS OF THE DISADVANTAGED AMERICAN INDIAN, PUERTO RICAN, MEXICAN-AMERICAN, NEGRO, JAPANESE-AMERICAN, CHINESE-AMERICAN, APPALACHIAN WHITE, AND MIG-

RANT. ALTHOUGH THERE IS FURTHER DISCUSSION OF THE CHARACTERISTICS OF THE DISADVANTAGED IN PART II, IT CONTAINS ARTICLES PRIMARILY ON THE BIOLOGICAL, SOCIAL-PSYCHOLOGICAL, AND INTELLECTUAL FACTORS WHICH CREATE THE DISADVANTAGED CHILD'S LEARNING PROBLEMS. PART III, WHICH DEALS WITH SPECIFIC WAYS TO EDUCATE THE CHILD, CONTAINS, AMONG OTHERS, ARTICLES ON THE RELATIONSHIP OF PARENTS AND THE COMMUNITY TO THE DISADVANTAGED SCHOOL, ON THE NATURE AND THE PROBLEMS OF THE TEACHER OF THE DISADVANTAGED, AND ON TECHNIQUES FOR TEACHING READING AND LANGUAGE ARTS, SOCIAL STUDIES, MATHEMATICS, AND SCIENCE. THIS DOCUMENT IS AVAILABLE FROM CHANDLER PUBLISHING COMPANY, 124 SPEAR ST., SAN FRANCISCO, CALIFORNIA 94105, 656P. (JL)

ED 013 267 UD 002 862

SPENCER, DAVID AND OTHERS
A CITIZENS' REVIEW BOARD FOR TEACHERS.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *CITIZEN PARTICIPATION, *EDUCATIONAL POLICY, *PARENT TEACHER COOPERATION, *SCHOOL COMMUNITY COOPERATION, *TEACHER EVALUATION, BOARDS OF EDUCATION, COMMUNITY ACTION, HARLEM, I.S. 201, NEW YORK CITY, SLUM SCHOOLS, TEACHER EMPLOYMENT, TEACHER RESPONSIBILITY, TEACHING CONDITIONS.

IN A DIALOGUE ON THE VALUE OF ESTABLISHING A CITIZENS REVIEW BOARD WHICH WOULD HAVE A VOICE IN SELECTING AND RETAINING TEACHERS IN GHETTO SCHOOLS, TWO OPPOSING VIEWS ARE STATED BY A PARENT INVOLVED IN NEW YORK CITY'S I.S. 201 SCHOOL CONTROVERSY, WHICH STIMULATED THE IDEA OF A REVIEW BOARD, AND THE PRESIDENT OF THE LOCAL CHAPTER OF THE AMERICAN FEDERATION OF TEACHERS. THE PARENT BELIEVES THAT THE SCHOOL SYSTEM SHOULD BE HELD RESPONSIBLE FOR THE FAILURE OF THE CHILD IN THE GHETTO SCHOOL, WHICH SHOULD ACCEPT HIM "ON HIS OWN TERMS" RATHER THAN FORCE HIM TO CONFORM TO THE VALUES OF THE DOMINANT SOCIETY WHICH THE SCHOOL REPRESENTS. A COMMUNITY EDUCATIONAL COUNCIL COULD ENGAGE WITH THE BOARD OF EDUCATION TO REVIEW JOINTLY THE HIRING PRACTICES AND THE QUALIFICATIONS OF STAFF IN GHETTO SCHOOLS AND THUS GUARANTEE THAT THE SCHOOLS WILL BE EDUCATIONALLY SOUND. WHILE SUPPORTING THE RIGHT OF CITIZENS TO PROTEST THEIR GRIEVANCES AGAINST TEACHERS, THE PRESIDENT OF THE LOCAL TEACHERS UNION OPPOSES PARENT OR COMMUNITY REVIEW OF TEACHER EMPLOYMENT OR PERFORMANCE. HE FEELS THAT A PROGRAM SHOULD BE DEVELOPED WHICH WOULD ERASE THE CAUSES OF THE FAILURE OF THE PRESENT EDUCATIONAL SYSTEM WHICH HAVE PRECIPITATED THE NEED FOR THE REVIEW BOARD. AMONG OTHER CHANGES SUCH A PROGRAM WOULD ESTABLISH INTERNSHIPS FOR TEACHERS, INCREASE THE USE OF SUBPROFESSIONALS IN THE SCHOOLS, AND MAKE CHANGES IN THE PRESENT SUPERVISORY SYSTEM. THIS ARTICLE APPEARED IN "AMERICAN TEACHER," VOLUME 51, NUMBER 4, DECEMBER 1966. (JL)

ED 013 268

UD 002 888

HAVIGHURST, ROBERT J.
EDUCATION IN METROPOLITAN AREAS.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATION, *METROPOLITAN AREAS, CIVIL RIGHTS, NEGROES, RACIAL DISTRIBUTION, SCHOOL INTEGRATION, SCHOOL SEGREGATION, SCHOOL SYSTEMS, SCHOOLS, SOCIAL CHANGE, SOCIAL STRUCTURE, SOCIOECONOMIC STATUS, SUBURBS, TEACHERS, URBAN RENEWAL, URBAN SCHOOLS.

THIS BOOK DISCUSSES THE EFFECT OF METROPOLITANISM ON EDUCATION. METROPOLITANISM IS VIEWED BOTH AS A SET OF "EVENTS" AND AS A SET OF "GOALS" OR "TASKS" WHICH CONTEMPORARY SOCIETY SHOULD ACHIEVE. ONE PART OF THE BOOK DISCUSSES THE SOCIAL STRUCTURE AND GROWTH OF METROPOLITAN AREAS AND THE OPERATION OF METROPOLITAN SCHOOL SYSTEMS. SUCH ISSUES AS SOCIOECONOMIC STATUS, RACIAL STRATIFICATION, MOBILITY, URBANIZATION, CHARACTERISTICS OF SUBURBS, SCHOOL SEGREGATION, AND VARIOUS KINDS OF SCHOOLS AND TYPES OF EDUCATION ARE DESCRIBED IN THIS SECTION. ANOTHER SECTION IS DEVOTED TO CONTEMPORARY SOCIAL CHANGES IN WHICH URBAN RENEWAL AND THE NEGRO SOCIAL REVOLUTION ARE PARTICULARLY SIGNIFICANT. BECAUSE THESE SOCIAL CHANGES PRESENT A SPECIAL CHALLENGE TO TEACHERS, ONE CHAPTER IN THIS SECTION DEALS WITH THE SOCIAL ORIGINS, ATTITUDES, PREPARATION, AND MINORITY-GROUP STATUS OF TEACHERS IN BIG CITY SCHOOLS. THE FINAL CHAPTER OF THE BOOK DISCUSSES THE SCHOOL SYSTEM AS A FUNCTIONAL SOCIAL SYSTEM IN THE METROPOLITAN AREA. THE BOOK CONTAINS AN APPENDIX OF STATISTICAL DATA AND A FULL BIBLIOGRAPHY. AVAILABLE FROM ALLYN AND BACON, INC., 150 TREMONT STREET, BOSTON, MASSACHUSETTS 02111. (NH)

ED 013 269

UD 002 973

FAUNCE, R.W. WIENER, JONATHAN M.
TEACHER CHARACTERISTICS IN SELECTED MIDDLE AND LOW INCOME AREA SCHOOLS OF THE MINNEAPOLIS PUBLIC SCHOOL SYSTEM WITH PARTICULAR REFERENCE TO TEACHER RETENTION. RESEARCH REPORT.
MINNEAPOLIS SPECIAL SCHOOL DIST., MINN.

PUB DATE MAR 67

EDRS PRICE MF-00.75 HC-05.72 141P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *LOWER CLASS, *MIDDLE CLASS, *TEACHER CHARACTERISTICS, *URBAN SCHOOLS, MINNEAPOLIS, MINNESOTA, PERSONNEL POLICY, RESEARCH, SOCIOECONOMIC STATUS, TABLES (DATA), TEACHER PERSISTENCE, TEACHER QUALIFICATIONS, TEACHER TRANSFER.

AS PART OF THE WORK OF THE YOUTH DEVELOPMENT PROJECT FOR DELINQUENCY PREVENTION, THIS STUDY COMPARED LOW-INCOME AREA (TARGET) AND MIDDLE-INCOME AREA (COMPARISON) SCHOOLS TO EXAMINE THE DIFFERENCES IN THE TEACHING STAFFS AND THE TEACHER RETENTION TURNOVER RATES IN THESE SCHOOLS, AND TO ANALYZE THE DIFFERENTIAL EFFECTS OF THESE RATES. ALL OF THE TEACHERS IN THE 11 TARGET AND 10 COMPARISON SCHOOLS DURING THE PERIOD FROM 1958 TO 1963

WERE INCLUDED IN THE STUDY. SUBSTANTIAL DIFFERENCES IN STAFF COMPOSITION WERE FOUND IN THE ELEMENTARY AND JUNIOR HIGH SCHOOLS BUT NOT IN THE HIGH SCHOOLS. FOR EXAMPLE, THE TEACHERS IN BOTH THE TARGET AND COMPARISON HIGH SCHOOLS TENDED TO HAVE THE SAME SOCIOECONOMIC STATUS. IN GENERAL, HOWEVER, TARGET SCHOOL TEACHERS WERE YOUNGER, HAD LESS EXPERIENCE (TURNOVER-PRONE), AND WERE LIKELY TO BE ACQUIRED DIRECTLY FROM COLLEGE. RETENTION RATE WAS HIGHER IN MIDDLE-INCOME SCHOOLS AT ALL LEVELS, AND WAS FOUND TO BE CORRELATED WITH SCHOOL LEVEL, AGE, EXPERIENCE, SEX, EDUCATION, AND MANNER OF ACCESSION. THE FACTORS RELATED TO RETENTION WERE DIFFERENT IN TARGET AND COMPARISON SCHOOLS. IN GENERAL, IT APPEARED THAT SOCIOECONOMIC FACTORS ARE IN A "SUBORDINATE, BUT CATALYTIC," RELATIONSHIP WITH BROADER "CAREER EXPECTATIONS" SUCH AS AGE AND SEX IN AFFECTING TEACHER TURNOVER. (AN APPENDIX CONTAINS A SUMMARY OF PERSONNEL PRACTICES IN THE MINNEAPOLIS SCHOOL SYSTEM. THERE ARE 45 TABLES OF DATA AND A LIST OF REFERENCES.) (EF)

ED 013 270

UD 003 070

PETERSEN, JACQUELYN L. AND OTHERS

AFTER-SCHOOL PROGRAM REPORT-1964-65, A GUIDE TO CONDUCTING A COMMUNITY-WIDE COMPENSATORY EDUCATION PROGRAM BASED ON THE ACT EXPERIENCE.

HARLEM TEAMS FOR SELF HELP INC., NEW YORK, N.Y.

PUB DATE JUN 65

EDRS PRICE MF-00.50 HC-03.12 76P.

DESCRIPTORS *AFTER SCHOOL PROGRAMS, *COMMUNITY PROGRAMS, *COMPENSATORY EDUCATION, *DISADVANTAGED YOUTH, *NEGROES, AFTER SCHOOL PROGRAM, COUNSELING PROGRAMS, ENRICHMENT PROGRAMS, HARLEM, INTERGROUP RELATIONS, NEGRO HISTORY, PARENT EDUCATION, PERSONNEL SELECTION, REMEDIAL PROGRAMS, STAFF UTILIZATION.

THIS REPORT ON THE HARLEM ASSOCIATED COMMUNITY TEAMS, INC. (ACT) AFTER-SCHOOLS PROGRAM FOR IN-SCHOOL YOUTH DESCRIBES THE PROJECT'S REMEDIAL, TUTORIAL, AND STUDY PROGRAMS. OTHER PROGRAMS HAD ACADEMIC AND CULTURAL ENRICHMENT FEATURES, AND SOME CONCENTRATED ON INTERGROUP RELATIONS, NEGRO HERITAGE, GUIDANCE AND COUNSELING, AND PARENT EDUCATION. YOUTH SERVICE CENTERS OFFERED AFTER-SCHOOL AND SATURDAY SESSIONS STAFFED BY LICENSED TEACHERS, ADVISORS, ASSISTANT TEACHERS, AND AIDES FROM THE ACT YOUTH LEADERSHIP CORPS. THE MAJOR FOCUS IN MANY OF THE PROGRAMS WAS ON GUIDANCE AND COUNSELING FOR THE STUDENTS, WHO WERE RECRUITED BY AGENCY AND CHURCH REFERRAL AND BY VARIOUS COMMUNITY CAMPAIGNS. IT IS NOTED THAT THE PROJECT NEEDS REALISTIC PERSONNEL SELECTION CRITERIA AND A STRONGER TRAINING AND EVALUATION PROGRAM. TO ENCOURAGE SUCCESSFUL INDIGENOUS LEADERSHIP IN ANTIPOVERTY PROGRAMS, IT SHOULD TRAIN VERY CAREFULLY THE ASSIST-

ANT TEACHERS RECRUITED FROM THE COMMUNITY. THERE ALSO SHOULD BE COOPERATION BETWEEN AGENCY AND BOARD OF EDUCATION AFTER-SCHOOL PROGRAMS. LICENSED BOARD OF EDUCATION COUNSELORS COULD ACT AS LIAISON BETWEEN AGENCY, CENTERS, HOMES, AND SCHOOLS. THE APPENDIXES TO THIS REPORT CONTAIN DATA ON CENTER PERSONNEL AND LOCATIONS, AND COPIES OF VARIOUS FORMS USED IN THE PROJECT. (NH)

ED 013 271

UD 003 481

COHEN, HAROLD L. AND OTHERS

CASE PROJECT-CONTINGENCIES APPLICABLE FOR SPECIAL EDUCATION. BRIEF PROGRESS REPORT.

INSTITUTE FOR BEHAVIORAL RES., SILVER SPRING, MD.

PUB DATE AUG 65

EDRS PRICE MF-00.25 HC-02.12 51P.

DESCRIPTORS *DELINQUENTS, *EDUCATIONAL ENVIRONMENT, *PROJECTS, ACADEMIC ACHIEVEMENT, BEHAVIOR THEORIES, CASE PROJECT, CORRECTIVE INSTITUTIONS, LEISURE TIME, MALES, MEASUREMENT, NATIONAL TRAINING SCHOOL FOR BOYS, PROGRAMED INSTRUCTION, REINFORCEMENT, STAFF ORIENTATION.

A PROJECT WHICH DEVELOPED A "DESIGNED EDUCATIONAL ENVIRONMENT" TO IMPROVE THE ACADEMIC ACHIEVEMENT OF DELINQUENT ADOLESCENT BOYS IS DESCRIBED. BASED ON THE BEHAVIOR THEORY OF LEARNING, THE PROJECT OFFERED 16 INSTITUTIONALIZED BOYS VOLUNTARY DAILY PROGRAMED OR SEMI-PROGRAMED ACADEMIC COURSES. CURRICULUMS WERE CREATED FOR EACH STUDENT ON THE BASIS OF HIS SCORE ON A PRETEST. TO RECEIVE THE EXTRINSIC REINFORCEMENTS (GOODS OR SOCIAL REINFORCERS), WHICH WERE AVAILABLE ONLY THROUGH POINTS EARNED BY ACADEMIC SUCCESS, EACH STUDENT WAS REQUIRED TO ACHIEVE A 90 PERCENT CORRECT GRADE ON AN INSTRUCTIONAL UNIT. THESE POINTS WERE CONVERTIBLE INTO MERCHANDISE, ADMISSION TO THE LOUNGE, AND PRIVATE STUDENT OFFICES. EACH STUDENT'S EDUCATIONAL BEHAVIOR WAS CONTINUALLY MEASURED TO EVALUATE THE EFFICACY OF THE PROGRAM'S PROCEDURES AND TO INDICATE TO THE STUDENT HIS OWN PROGRESS. FROM THIS INFORMATION LEARNING CAN BE TRANSLATED INTO THE DISCRETE BEHAVIORS WHICH CONSTITUTE IT, AND PROCEDURES CAN BE DEVELOPED TO ELICIT A CERTAIN BEHAVIOR TO INCREASE THE LIKELIHOOD THAT OTHER SIMILAR BEHAVIORS WILL OCCUR AND THAT LEARNING IN GENERAL WILL BE MAINTAINED. INCLUDED IN THIS REPORT OF THE PROJECT ARE A DISCUSSION OF THE PRINCIPLES OF BEHAVIORAL "ARCHITECTURE" AND PSYCHOLOGY UPON WHICH THE PROGRAM IS BASED AND A DESCRIPTION OF THE PROJECT'S ORGANIZATION, INCLUDING INFORMATION ABOUT THE ACADEMIC COURSES OFFERED. ONE SECTION DISCUSSES A TRAINING COURSE WHICH WAS DEVELOPED FOR THE STAFF AND ANOTHER CONTAINS COMPARATIVE DATA AND INFORMATION ON THE STUDENTS' EDUCATIONAL AND LEISURE BEHAVIORS. TO APPEAR IN WEBER, ROBERT E., ED., "A BOOK ON EDUCATION AND DELINQUENCY," CHAPT. 3, DEPT. OF HEW, OFFICE OF JUVENILE DELINQUENCY AND YOUTH DEV., FEBRUARY, 1966. (NH)

ED 013 272

UD 003 607

PROPOSAL TO PROVIDE ASSISTANCE IN TRAINING, TESTING, MATERIAL DEVELOPMENT AND EVALUATION TO THE NEW YORK CITY BOARD "PROJECT CAMP."
PUB DATE APR 67

EDRS PRICE MF-40.25 HC-40.72 16P.

DESCRIPTORS *DISADVANTAGED YOUTH, *INDIGENOUS PERSONNEL, *YOUTH PROGRAMS, ADOLESCENTS, CURRICULUM DEVELOPMENT, DEMONSTRATION PROJECTS, INSTRUCTIONAL MATERIALS, MALES, NEW YORK CITY, PERSONNEL SELECTION, PROJECT CAMP, SCIENTIFIC RESOURCES INCORPORATED, STAFF UTILIZATION, TESTS, TRAINING.

SCIENTIFIC RESOURCES INCORPORATED (SRI) PROPOSES TO HELP THE NEW YORK CITY YOUTH BOARD TO DEVELOP A CAMP PROJECT FOR DISADVANTAGED ADOLESCENT BOYS. SRI WILL PROVIDE HUMAN RESOURCES CONSULTANTS, YOUNG MEN WITH DISADVANTAGED BACKGROUNDS WHO HAVE BEEN TRAINED FOR LEADERSHIP IN POVERTY PROGRAMS. THESE CONSULTANTS WILL BRIDGE THE GAP BETWEEN THE PROFESSIONAL CAMP STAFF AND THE 75 SELECTED BOYS, WILL SERVE AS GOAL MODELS, AND ALSO WILL BE ABLE TO OFFER SUGGESTIONS FOR MODIFYING THE PROGRAMS. IN ADDITION, THEY WILL AID A TEAM OF EXPERT CONSULTANTS IN DEVELOPING EDUCATIONAL AND TESTING MATERIALS. WITH THE AID OF SRI SPECIALISTS THE PROGRAM WILL DEVELOP EDUCATIONAL TECHNIQUES AND MEDIA APPROPRIATE TO THE NEEDS OF THE CAMPERS, AND THE BOYS THEMSELVES WILL HELP CONCEIVE AND PRODUCE THESE MATERIALS. SRI HAS DEVELOPED AN OUTLINE AND SCHEDULE OF PRESENCE AND INSERVICE TRAINING FOR THE TOTAL STAFF, PROFESSIONALS AS WELL AS NONPROFESSIONALS, AND A RESEARCH DESIGN WHICH INCLUDES VARIOUS TESTS AND TECHNIQUES FOR EVALUATING SCREENING METHODS. THE POST-CAMP GOALS OF THE PROJECT ARE TO ENABLE THE BOYS TO RETURN TO SCHOOL, ENTER A JOB TRAINING PROGRAM, FIND A JOB OR CAREER, OR BECOME HUMAN RESOURCES CONSULTANTS IN SIMILAR CAMPS. (NH)

ED 013 273

UD 003 687

PROCTOR, SAMUEL D.

THE YOUNG NEGRO IN AMERICA--1960-1980.
NATIONAL BOARD OF YOUNG MENS CHRISTIAN ASSN.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CIVIL RIGHTS, *ECONOMIC DISADVANTAGEMENT, *EDUCATIONAL DISADVANTAGEMENT, *NEGRO YOUTH, DEMONSTRATIONS (CIVIL), NEGRO HISTORY, NEGRO ORGANIZATIONS, NEGRO STEREOTYPES, PSYCHOLOGICAL CHARACTERISTICS, RACIAL ATTITUDES, SCHOOL SEGREGATION, SOCIAL CHANGE.

THIS BOOK DISCUSSES THE YOUNG NEGRO'S DRIVE TOWARD FULL SOCIAL FREEDOM AND CONJECTURES ABOUT WHAT ITS IMPLICATIONS WILL BE BY 1980 WHEN THE YOUTH OF THE 1960'S WILL BE THE LEADERS IN SOCIETY. THE MATERIAL IS PRESENTED UNDER THE FOLLOWING RUBRICS--THE EMERGENCE OF THE YOUNG NEGRO, RESPONSES TO THE FREEDOM THRUST, REVERSING THE SPIRAL TOWARD FUTILITY, OVERCOMING THE DEFICITS IN EDUCATION, BREAKING THE CYCLE OF POVERTY, AND OUTLIVING

THE STEREOTYPE. IT IS POINTED OUT THAT FOLLOWING THE 1964 SUPREME COURT SCHOOL DESEGREGATION DECISION COLLEGE AGE YOUTH BECAME IMPATIENT WITH THE "GO SLOW" ATTITUDES OF THE OLDER NEGRO LEADERSHIP OF THEIR PARENTS' GENERATION. AS A RESULT, THE TEMPO OF THE THRUST FOR EQUAL RIGHTS INCREASED, STARTING WITH A NONVIOLENT APPROACH WHICH BY 1964 WAS SUPERSEDED BY URBAN RIOTS AND CONFLICT. IN ESSENCE, IT IS FELT THAT IF THE YOUNG NEGRO CONTINUES FIGHTING FOR FULL INTEGRATION RATHER THAN VEERING TOWARD SEPARATISM, THE GAINS 20 YEARS HENCE WILL BE ENORMOUS. AVAILABLE FROM ASSOCIATION PRESS, 291 BROADWAY, NEW YORK, N.Y., 10007, 160 PAGES, FOR \$3.95. (NH)

ED 013 274

UD 003 857

SHEATSLEY, PAUL B.

WHITE ATTITUDES TOWARD THE NEGRO.

AMERICAN ACADEMY OF ARTS AND SCIENCE, BOSTON, MASS

PUB DATE 66

EDRS PRICE MF-40.25 HC-40.96 22P.

DESCRIPTORS *CAUCASIANS, *NEGROES, *NORTHERN ATTITUDES, *RACIAL ATTITUDES, *SOUTHERN ATTITUDES, CIVIL RIGHTS, DEMONSTRATIONS (CIVIL), EQUAL OPPORTUNITIES (JOBS), INTELLIGENCE, NEIGHBORHOOD INTEGRATION, SCHOOL INTEGRATION, SOCIAL DISCRIMINATION, STATISTICAL DATA, SURVEYS.

REVIEWED ARE THE TRENDS DURING THE PAST GENERATION IN THE CHANGES OF WHITE ATTITUDES TOWARD SCHOOL INTEGRATION, RESIDENTIAL INTEGRATION, PUBLIC TRANSPORTATION INTEGRATION, NEGRO EDUCABILITY, EQUAL EMPLOYMENT RIGHTS, AND THE NEGRO PROTEST MOVEMENT. THE ANALYSIS OF THESE TRENDS IS BASED ON THE FINDINGS OF PUBLIC OPINION RESEARCH POLLS. IN GENERAL WITHIN THE PAST TWO DECADES THERE HAS BEEN A CONSISTENT SHIFT IN BOTH THE NORTH AND THE SOUTH TOWARD AN ACCEPTANCE OF EQUAL RIGHTS. FOR EXAMPLE, THE OPINION RESEARCH DATA SHOW A REVOLUTIONARY ATTITUDE CHANGE IN FEELINGS ABOUT SCHOOL INTEGRATION, THE BASIC AND RIGHTS ISSUE. FURTHERMORE, IN THOSE SOUTHERN AREAS WHERE THERE IS SCHOOL INTEGRATION, MORE WHITES ACCEPT IT, AND EVEN IN THE "HARD-CORE" AREAS WHITE APPROVAL HAS RISEN FROM 4 TO 28 PERCENT. WHILE MOST WHITES DO NOT SEEM TO "EAGERLY" ACCEPT INTEGRATION, AND WOULD PREFER THAT DESEGREGATION PROCEED MORE GRADUALLY, THEY DO RECOGNIZE THAT RACIAL DISCRIMINATION IS AMORAL AND THAT THE NEGRO PROTEST IS LEGITIMATE. THE PROTEST MOVEMENT HAS NOT HAD A BACKLASH EFFECT (BASED ON THE EVIDENCE THAT PRESIDENT JOHNSON CARRIED THE SOUTH IN 1964 DESPITE HIS CLEARLY STATED POSITION ON CIVIL RIGHTS), NOR HAS IT INTENSIFIED SEGREGATIONIST ATTITUDES. THESE AND MANY OTHER OBSERVATIONS ARE DISCUSSED IN THE ARTICLE WITH REFERENCE TO THE SPECIFIC FINDINGS OF THE PUBLIC OPINION POLLS. THIS ARTICLE APPEARED IN "DAEDALUS," VOLUME 95, NUMBER 1, WINTER 1966. (NH)

ED 013 275

24

UD 003 987

HABER, LOUIS

THE ROLE OF THE AMERICAN NEGRO IN THE FIELDS OF SCIENCE. FINAL REPORT.

REPORT NUMBER BR-6-8353

PUB DATE SEP 66

EDRS PRICE MF-40.50 HC-42.92 71P.

DESCRIPTORS *NEGROES, *PILOT PROJECTS, *RESOURCE MATERIALS, *SCIENCES, BIBLIOGRAPHIES, BIOGRAPHIES, BIOLOGY, CHEMISTRY, CURRICULUM DEVELOPMENT, PHYSICIANS, CONTRACT OEC-1-6-068353-1684

MOST OF THIS REPORT OF A PILOT PROJECT TO GATHER RESOURCE MATERIAL ON AMERICAN NEGRO SCIENTISTS FOR USE IN ELEMENTARY AND SECONDARY SCHOOL CURRICULUMS IS MADE UP OF BRIEF BIOGRAPHIES AND DESCRIPTIONS OF THE WORK OF 21 NEGRO INVENTORS, BIOLOGISTS, CHEMISTS, AND PHYSICIANS. IT IS FELT THAT MAKING THIS LITTLE-KNOWN MATERIAL AVAILABLE WILL INCREASE THE KNOWLEDGE ABOUT THE NEGRO IN THE UNITED STATES AND THUS IMPROVE RACE RELATIONS. THE MATERIAL WAS GATHERED IN LIBRARY RESEARCH AND FROM PRIMARY SOURCES. AN EXTENSIVE BIBLIOGRAPHY ON THE AMERICAN NEGRO IS INCLUDED. (NH)

ED 013 276

24

UD 003 989

CARTER, JOHN L.

THE LONG RANGE EFFECTS OF A LANGUAGE STIMULATION PROGRAM UPON NEGRO EDUCATIONALLY DISADVANTAGED FIRST GRADE CHILDREN. FINAL REPORT.

HOUSTON UNIV., TEX.

REPORT NUMBER BR-6-8390

PUB DATE MAY 67

EDRS PRICE MF-40.25 HC-41.40 33P.

DESCRIPTORS *EDUCATIONALLY DISADVANTAGED, *LANGUAGE DEVELOPMENT, *LANGUAGE INSTRUCTION, *NEGROES, *RESEARCH PROJECTS, FOLLOWUP STUDIES, GRADE 1, INTELLIGENCE, LANGUAGE LEARNING LEVELS, PEABODY LANGUAGE DEVELOPMENT KIT, POST TESTING, PRETESTING, READING ABILITY, STANDARDIZED TESTS, CONTRACT OEC-4-7-998390-0455

THE SHORT- AND LONG-RANGE EFFECTS OF A LANGUAGE STIMULATION PROGRAM ON THE LINGUISTIC ABILITY AND INTELLIGENCE OF EDUCATIONALLY DISADVANTAGED FIRST-GRADE NEGRO CHILDREN WERE STUDIED. SUBJECTS WERE RANDOMLY PLACED IN EXPERIMENTS (E) AND CONTROL (C) GROUPS OF 32 PUPILS MATCHED ON STANDARDIZED PRETEST BATTERIES WHICH DETERMINED THEIR LANGUAGE AND MENTAL AGES. THEY ALSO WERE MATCHED BY SEX AND SOCIAL CLASS. THE E-GROUP RECEIVED THE FIRST 40 LESSONS IN THE EXPERIMENTAL EDITION OF THE PEABODY LANGUAGE DEVELOPMENT KIT WHEREAS THE C-GROUP HAD NO SPECIAL TREATMENT BUT ONLY PARTICIPATED IN THE TESTING PROGRAM. IMMEDIATE POSTTESTING WITH THE PRETEST EVALUATION BATTERY SHOWED "VERY" SIGNIFICANT GAINS BY THE E-GROUP IN IQ, MENTAL AGE, AND LANGUAGE AGE, BUT NO DIFFERENCE IN READING ABILITY. EXCEPT THAT GIRLS CONSISTENTLY SCORED HIGHER THAN BOYS. WHEN THE SUBJECTS WERE RE-EVALUATED 20 MONTHS AFTER THE END OF TREATMENT, THE E-GROUP HAD MAINTAINED ITS GAINS IN LANGUAGE, MENTAL AGE, AND IQ, ALTHOUGH THE ABSOLUTE DIFFERENCE BETWEEN GROUPS DIMINISHED SOMEWHAT ON LANGUAGE AGE SCORES. ON THIS LATER EVALUA-

TION THE E-GROUP ALSO SCORED SIGNIFICANTLY HIGHER ON TWO STANDARD READING TESTS. THE FINDINGS IMPLY THAT THE CUMULATIVE DEFECT IS FOUND AMONG DEPRIVED CHILDREN IS NOT IMMUTABLE AND THAT EARLY STIMULATION PROGRAMS CAN REVERSE THE DOWNWARD TRENDS IN THEIR LANGUAGE AND MENTAL ABILITIES. STUDIES OF THE MOST POTENTIALLY SUCCESSFUL PRACTICES FOR SUCH A PROGRAM AND OF ITS APPLICABILITY TO OTHER GROUPS ARE NEEDED. (NH)

ED 013 277 08 UD 003 992
BREITROSE, HENRY S. VOELKER,

JANET K.

PRODUCTION OF A MOTION PICTURE FOR THE IN-SERVICE TRAINING OF TEACHERS IN PROBLEMS OF HUMAN RELATIONS IN TEACHING THE SOCIOECONOMICALLY DISADVANTAGED AND EVALUATION OF THE MOTION PICTURE. FINAL REPORT.

STANFORD UNIV., CALIF.

REPORT NUMBER BR-5-0866

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *DISADVANTAGED YOUTH, *EVALUATION, *FILMS, *HUMAN RELATIONS, *TEACHER EDUCATION, CLASSROOM INTEGRATION, DISCUSSION EXPERIENCE, HIGH SCHOOL STUDENTS, NEGROES, QUESTIONNAIRES, SCHOOL PERSONNEL, TEACHER ATTITUDES, CONTRACT OEC-5-85-021

A PROJECT PRODUCED A FILM DESIGNED TO IMPROVE THE EDUCATION OF DISADVANTAGED CHILDREN. THE 16MM BLACK-AND-WHITE SOUND FILM, "FOR ALL MY STUDENTS," CONTRASTS POOR AND EFFECTIVE TEACHING TECHNIQUES IN INTEGRATED CLASSROOMS. IT ATTEMPTS TO CONVEY THAT DEALING SUCCESSFULLY WITH CLASSROOM HUMAN RELATIONS PROBLEMS CAN DETERMINE SUCCESS OR FAILURE IN TEACHING DISADVANTAGED STUDENTS. THE FILM IS PREPARED FOR PRESERVICE AND INSERVICE SECONDARY SCHOOL TEACHERS AND COUNSELORS OF NEGRO STUDENTS BUT IS APPROPRIATE FOR TEACHERS AT OTHER LEVELS AND OF OTHER MINORITY GROUP STUDENTS AND FOR SCHOOL ADMINISTRATORS. THE FILM SHOULD BE FOLLOWED BY DISCUSSION, FOR WHICH A GUIDE HAS BEEN PREPARED TO ACCOMPANY EACH PRINT. (THE STUDY GUIDE IS APPENDED TO THE REPORT.) THE PROJECT STAFF SUBMITTED QUESTIONNAIRES TO TEACHING INTERNS AT TWO UNIVERSITIES TO EVALUATE THE FILM'S EFFECTIVENESS AND FOUND THAT BOTH GROUPS FELT THE FILM ACCOMPLISHED ITS MAJOR GOAL. THE FILM IS AVAILABLE FOR RENTAL OR SALE FROM THE EXTENSION MEDIA CENTER, UNIVERSITY OF CALIFORNIA EXTENSION, BERKELEY, CALIFORNIA 94720. (NH)

ED 013 278 UD 004 002

RAINWATER, LEE

NEUTRALIZING THE DISINHERITED—SOME PSYCHOLOGICAL ASPECTS OF UNDERSTANDING THE POOR.

REPORT NUMBER OP-30

PUB DATE 22 JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.40 33P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *ECONOMICALLY DISADVANTAGED, *MAJORITY ATTITUDES, *PSYCHOLOGICAL CHARACTERISTICS, *SOCIAL ATTITUDES, BEHAVIOR PATTERNS, ECONOMIC DISADVANTAGEMENT,

MEMBERS OF THE DOMINANT SOCIETY IN THE UNITED STATES, BOTH SOCIAL SCIENTISTS AND LAYMEN, PERCEIVE THE POOR IN WAYS WHICH ALLOW THEM TO RESOLVE THE ANXIETY THEY EXPERIENCE WHEN THEY RECOGNIZE THAT THE POOR LIVE A LIFE WHICH IS OSTENSIBLY UNLIVABLE. ONE MODE OF PERCEPTION, WHICH UNDERLIES SEEMINGLY SOPHISTICATED VIEWS, AND IS FOUND IN THE ATTITUDE OF THE POOR THEMSELVES, IS THE "MORALIZING" SENSE THAT THE POOR DESERVE THEIR STATUS BECAUSE THEY AND THEIR ENVIRONMENT ARE INHERENTLY FLAWED. THERAPY FOR THIS "FLAW" INCLUDES PUNISHMENT, CONTROL, OR "RED-EMPTION." THE "MEDICALIZING" PERSPECTIVE VIEWS THE POOR AS "SICK" PERSONS LIVING IN A PATHOLOGICAL ENVIRONMENT, AND ADVOCATES PSYCHOTHERAPY AND THE ACTUAL REMOVAL OF CHILDREN FROM THE ENVIRONMENT. ACCORDING TO THE "NATURALIZING" PERSPECTIVE, THE POOR ARE GENETICALLY INFERIOR AND MUST BE EUGENICALLY WEEDED OUT OF SOCIETY, CONTROLLED THROUGH A CASTE SYSTEM, OR LEFT ALONE. IN CONTRAST, THE "APOTHEOSIZING" PERSPECTIVE VIEWS THE POOR AS HEROIC, AND SOCIETY AS VICTIMIZING THEM. ADVOCATES OF THE "NORMALIZING" PERSPECTIVE MAINTAIN THAT THE POOR, GIVEN A CHANCE, ARE LIKE "ORDINARY" PEOPLE, AND STRESS OPPORTUNITIES FOR THE POOR RATHER THAN ALTERATIONS IN THE DOMINANT SOCIAL STRUCTURE. BECAUSE THESE DIAGNOSES OF POVERTY CAN AFFECT SOCIAL AND POLITICAL POLICIES THEY SHOULD BE MORE PHENOMENOLOGICALLY VALID BEFORE THEY ARE ACTED UPON. (LB)

ED 013 279 UD 004 013

ZIMILES, HERBERT

COGNITIVE FUNCTIONING AND TOLERANCE FOR DELAY OF GRATIFICATION.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *CHILD DEVELOPMENT, *COGNITIVE ABILITY, *RESEARCH, CAUCASIAN STUDENTS, DISADVANTAGED YOUTH, GRADE 1, JEWS, KINDERGARTEN, MALES, NEGRO STUDENTS,

TWO EXPERIMENTS WERE CONDUCTED TO STUDY THE RELATIONSHIP BETWEEN A CHILD'S TOLERANCE FOR DELAY OF GRATIFICATION AND HIS ABILITY TO CONSERVE NUMBER AND PICTURES. OTHER MEASURES OF COGNITION ALSO WERE USED. TOLERANCE FOR DELAY OF GRATIFICATION WAS MEASURED BY THE CHILD'S DECISION TO RECEIVE A PACK OF CANDY AND A TOY ON THE DAY OF TESTING OR TO RECEIVE TWICE THE NUMBER OF ITEMS ON THE FOLLOWING DAY. THE SUBJECTS IN THE FIRST EXPERIMENT, KINDERGARTEN AND FIRST-GRADE BOYS, WERE DIVIDED INTO THREE SUBGROUPS—WHITE MIDDLE-CLASS, DISADVANTAGED NEGRO, AND JEWISH PAROCHIAL SCHOOL BOYS. THE SUBJECTS IN THE SECOND EXPERIMENT WERE A MORE CULTURALLY HOMOGENEOUS GROUP OF FIRST-GRADE PUBLIC SCHOOL BOYS. ANALYSIS OF THE DATA SHOWED THE CORRELATION BETWEEN TOLERANCE FOR DELAY AND VARIOUS MEASURES OF COGNITIVE FUNCTIONING TO BE POSITIVE BUT LOW, WITH THE MOST CONSISTENT RELATIONSHIP EXISTING BETWEEN CONSERVATION OF NUMBERS AND PICTURES AMONG THE

FIRST-GRADE BOYS. THE CORRELATION BETWEEN TOLERANCE FOR DELAY AND CONSERVATION WAS GREATER THAN THAT FOR OTHER FORMS OF COGNITION PERFORMANCE. THIS SUGGESTS A MORE FUNCTIONALLY RELATED BOND BETWEEN THIS RELATIONSHIP THAN COULD BE ATTRIBUTED MERELY TO MATURATION. COMPOSITE TOLERANCE FOR DELAY SCORES VARIED SHARPLY WITH GROUP MEMBERSHIP. FIFTY PERCENT OF THE JEWISH BOYS CHOSE TO DELAY RECEIVING THE PRIZE, WHEREAS ONLY 20 PERCENT OF THE DISADVANTAGED NEGRO BOYS MADE THE SAME CHOICE. ALTHOUGH A BOY'S EARLY MODES OF IMPULSE CONTROL, AND CONTINGENCIES ASSOCIATED WITH HAVING TO SHARE A PRIZE WITH A SIBLING ARE FACTORS WHICH COULD EXPLAIN HIS TOLERANCE FOR DELAY, HIS TRUST IN THOSE PROMISING HIM THE PRIZE ALSO MUST BE CONSIDERED IN HIS DECISION TO DELAY GRATIFICATION AS IT IS A DETERMINANT IN THE RELATIONSHIP OF DELAY BEHAVIOR TO COGNITIVE FUNCTIONING. (JL)

ED 013 280 UD 004 020

MAYESKE, GEORGE W. WEINFELD,

FREDERIC D.

FACTOR ANALYSES OF ACHIEVEMENT MEASURES FROM THE EDUCATIONAL OPPORTUNITIES SURVEY.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS DHEW

REPORT NUMBER TN-21

PUB DATE 18 JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *ACHIEVEMENT, *FACTOR ANALYSIS, EDUCATIONAL OPPORTUNITIES SURVEY, GRADE 9, MATHEMATICS, MEASUREMENT TECHNIQUES, READING COMPREHENSION, VERBAL ABILITY,

FACTOR ANALYSES WERE APPLIED TO TABLES OF INTERCORRELATIONS ORIGINALLY COMPUTED FOR 11 GROUPS OF NINTH GRADERS (NORTHERN AND SOUTHERN NEGRO AND WHITE, PUERTO RICAN, MEXICAN, INDIAN, AND ORIENTAL-AMERICAN) ON FIVE ACHIEVEMENT MEASURES USED BY COLEMAN AND OTHERS IN THE EDUCATIONAL OPPORTUNITIES SURVEY. THE PURPOSE OF THE FACTOR ANALYSIS WAS TO DETERMINE WHETHER THE FIVE TESTS—NONVERBAL ABILITY, VERBAL ABILITY, READING COMPREHENSION, MATHEMATICS ACHIEVEMENT, AND GENERAL INFORMATION—HAD ENOUGH IN COMMON IN WHAT THEY WERE MEASURING TO BE COMBINED INTO ONE SCORE—AN "INDEX OF ACHIEVEMENT" SCORE. IN ORDER TO MEET THE REQUIREMENTS FOR COMBINING THE FIVE SCORES INTO ONE, TWO REQUIREMENTS OF THE FACTOR ANALYSIS WERE ESSENTIAL—(1) THAT THE FIVE MEASURES WERE MEASURING TO A HIGH DEGREE ONLY ONE THING IN COMMON (WHICH WOULD BE SHOWN IF THE FACTOR ANALYSIS FOUND HIGH VALUES FOR THE FIRST FACTOR EXTRACTED), AND (2) THAT WHEN "FIRST FACTORS" WERE COMPUTED FOR EACH OF 10 SUBGROUPS, THESE FIRST FACTORS WOULD NOT DEVIATE FROM THE FIRST FACTOR EXTRACTED FROM THE TOTAL GROUP. THE RESULTS OF 11 FACTOR ANALYSES INDICATED THAT BOTH OF THESE REQUIREMENTS WERE MET, AND THEREFORE THE NUMBERS OF THE FIRST FACTOR OF THE TOTAL GROUP COULD BE EMPLOYED AS "WEIGHTS" TO MULTIPLY EACH

INDIVIDUAL'S SCORE ON EACH OF THE FIVE MEASURES FROM THE COLEMAN STUDY SO THAT THEY MIGHT BE COMBINED (ADDED) TO FORM ONE INDEX OF ACHIEVEMENT SCORE. THE WEIGHTS FOR THE FIVE TESTS ARE: NON-VERBAL (.76), VERBAL (.92), READING COMPREHENSION (.87), MATHEMATICAL ACHIEVEMENT (.85), AND GENERAL INFORMATION (.91). (WT)

ED 013 281 UD 004 021

ABT, CLARK C.

A COST-EFFECTIVENESS MODEL FOR THE ANALYSIS OF TITLE I ESEA PROJECT PROPOSALS, PART I-VII.

ABT ASSOCIATES INC., CAMBRIDGE, MASS.

REPORT NUMBER TN-14-THROUGH-20

PUB DATE 09 DEC 66

EDRS PRICE MF-00.50 HC-\$4.96 122P.

DESCRIPTORS *MODELS, *PROGRAM COSTS, *PROGRAM EFFECTIVENESS, *PROGRAM EVALUATION, ACADEMIC ACHIEVEMENT, COMMUNITY CHANGE, DISADVANTAGED YOUTH, ESEA TITLE I, EVALUATION TECHNIQUES, INSTRUCTION, SCHOOLS, STATISTICAL ANALYSIS, STUDENT ATTITUDES,

CONTRACT OEC-1-6-001681-1681

SEVEN SEPARATE REPORTS DESCRIBE AN OVERVIEW OF A COST-EFFECTIVENESS MODEL AND FIVE SUBMODELS FOR EVALUATING THE EFFECTIVENESS OF ELEMENTARY AND SECONDARY ACT TITLE I PROPOSALS. THE DESIGN FOR THE MODEL ATTEMPTS A QUANTITATIVE DESCRIPTION OF EDUCATION SYSTEMS WHICH MAY BE PROGRAMED AS A COMPUTER SIMULATION TO INDICATE THE IMPACT OF A TITLE I PROJECT ON THE SCHOOL, THE STUDENTS, AND THE COMMUNITY. THE OVERALL COST-EFFECTIVENESS MODEL FOCUSES ON CHANGES IN STUDENT ACHIEVEMENT, ATTITUDINAL AND ENVIRONMENTAL FACTORS INFLUENCING ACHIEVEMENT, AND SOCIAL BEHAVIORS AND COMMUNITY IMPACTS OF IMPROVED ACHIEVEMENT IN THE DISADVANTAGED. THE FIVE SUBMODELS COMPRISING THE OVERALL MODEL ARE: (1) SCHOOL, AND (2) INSTRUCTIONAL PROCESS, (3) COMMUNITY INTERACTIONS, (4) COSTS, AND (5) COST-EFFECTIVENESS. THE SCHOOL SUBMODEL REPRESENTS THE PROCESS IN WHICH FOUR STUDENT TYPES (WHITE AND NONWHITE WITH FAMILY INCOMES ABOVE AND BELOW \$2,000) AND EDUCATION RESOURCES (TEACHERS, EQUIPMENT, ETC.) ARE CONVERTED INTO BETTER-EDUCATED INDIVIDUALS. THE INSTRUCTIONAL PROCESS SUBMODEL INDICATES THE STUDENT ACHIEVEMENT AND ATTITUDE CHANGES RESULTING FROM TITLE I PROGRAMS. THE COMMUNITY INTERACTIONS SUBMODEL ESTIMATES THE IMPACT ON SEVEN COMMUNITY VARIABLES OF CHANGES IN THE EDUCATIONAL SYSTEM DUE TO TITLE I PROGRAMS. THE COST SUBMODEL ACCOUNTS FOR BOTH THE DIRECT AND INDIRECT COSTS OF TITLE I PROGRAMS. THE EFFECTIVENESS SUBMODEL ANALYZES THE OUTPUT OF THE RESULTS OF THE OTHER SUBMODELS. ONE OF THESE SEVEN REPORTS DESCRIBES THE OFFICE OF EDUCATION COST-EFFECTIVENESS SIMULATION. (JL)

ED 013 282 UD 004 022

REDDICK, L.D.

TO IMPROVE TEACHERS FOR INNER-CITY SCHOOLS. FINAL REPORT.

COPPIN STATE COLL., BALTIMORE, MD.

REPORT NUMBER BR-5-0771

PUB DATE MAY 67

EDRS PRICE MF-00.75 HC-\$6.52 161P.

DESCRIPTORS *DEMONSTRATION PROGRAMS, *INDIGENOUS PERSONNEL, *PRESERVICE EDUCATION, *URBAN SCHOOLS, BALTIMORE, COPPIN STATE COLLEGE, ELEMENTARY SCHOOLS, EVALUATION, INNER CITY, LABORATORY SCHOOLS, MARYLAND, TEACHER EDUCATION, TEACHER EDUCATION CURRICULUM, TEACHER INTERNS, VOLUNTEERS, CONTRACT OEC-5-10-275

A 1-YEAR UNDERGRADUATE TEACHER EDUCATION PROGRAM DESIGNED TO PREPARE VOLUNTEER STUDENTS TO TEACH IN INNER-CITY ELEMENTARY SCHOOLS WAS INITIATED BY THE SMALL, PREDOMINANTLY NEGRO COPPIN STATE COLLEGE IN BALTIMORE, MD. THE 19 VOLUNTEERS WERE MOSTLY LOWER MIDDLE-CLASS, 15 WERE FROM THE BALTIMORE AREA, AND 18 WERE NEGRO. THUS, AS "INDIGENOUS" PERSONNEL THEY WOULD HAVE GREATER RAPPORT WITH THE INNER-CITY STUDENTS WHOM THEY WERE TO TEACH. THE PROGRAM OFFERED COURSES WHICH FOCUSED ON PROBLEMS IN EDUCATING THE CULTURALLY DIFFERENT IN LARGE URBAN AREAS. A SPECIAL LECTURE SERIES WAS PRESENTED WITH THE EXPECTATION THAT COMMUNITY RESIDENTS WOULD ATTEND AND THUS FEEL A PART OF THE COLLEGE'S TEACHER EDUCATION PROGRAM. TEACHING DEMONSTRATIONS AT THE ON-CAMPUS LABORATORY SCHOOL HELPED TO PREPARE THE VOLUNTEERS FOR THE SUPERVISED PRACTICE TEACHING WHICH THEY SUBSEQUENTLY DID IN THREE INNER-CITY ELEMENTARY SCHOOLS. IN SOME OF THE COMMENTS IN WRITTEN EVALUATIONS OF THE PROGRAM, THE VOLUNTEERS CRITICIZED THE LABORATORY SCHOOL FOR HAVING AN UNCHARACTERISTIC MIDDLE-CLASS STUDENT POPULATION. HOWEVER, THE PROJECT WAS GENERALLY FELT TO BE A SUCCESS. FOUR MONTHS OF FOLLOWUP OBSERVATIONS SHOWED THAT THE VOLUNTEERS WERE FUNCTIONING EFFECTIVELY IN THEIR NEW FULL-TIME CLASSROOMS. (APPENDIXES INCLUDE THE COLLEGE'S HANDBOOK FOR STUDENT TRAINING AND OTHER RELEVANT MATERIALS.) (LB)

ED 013 283 UD 004 062

BIRCH, HERBERT G.

HEALTH AND THE EDUCATION OF SOCIALLY DISADVANTAGED CHILDREN.

YESHIVA UNIV., NEW YORK, N.Y., FERRAUF GRAD. SCH.

PUB DATE 67

EDRS PRICE MF-00.25 HC-\$2.24 54P.

DESCRIPTORS *DISADVANTAGED YOUTH, *EDUCATIONAL RETARDATION, *HEALTH, *RESEARCH, BIBLIOGRAPHIES, CHILD DEVELOPMENT, FAMILY HEALTH, HEALTH CONDITIONS, LEARNING DIFFICULTIES, MOTHERS, NEGROES, NUTRITION, CONTRACT OEC-6-10-240

THE POOR HEALTH OF THE DISADVANTAGED CHILD IS A PRIMARY VARIABLE IN HIS EDUCATIONAL FAILURE. AN EXTENSIVE REVIEW OF HEALTH STUDIES SHOWS THAT NEGROES, PUERTO RICANS, AND INDIANS SUFFER FROM THE GREATEST HEALTH PROBLEMS. THE HEALTH FACTORS WHICH THESE STUDIES FOUND TO RELATE SPECIFICALLY TO INTELLECTUAL AND EDUCATIONAL DEFICITS ARE PREMATUREITY, OBSTETRICAL AND PERI-

NATAL COMPLICATIONS, BIRTH WEIGHT, MATERNAL PHYSICAL CHARACTERISTICS AND NUTRITION, AND PRENATAL CARE. THEY ALSO SHOW THAT A SYSTEMATIC RELATIONSHIP EXISTS AFTER BIRTH BETWEEN A CHILD'S NUTRITIONAL INADEQUACY AND BOTH NEUROLOGICAL MATURATION AND LEARNING COMPETENCY. ALTHOUGH SEVERE MALNUTRITION IN THE UNITED STATES IS RARE, SUBCLINICAL MALNUTRITION AMONG LOW-INCOME GROUPS (PARTICULARLY IRON DEFICIENCY) MAY BE A FACTOR IN THEIR HIGHER CHILDHOOD MORBIDITY AND MORTALITY RATES, AS WELL AS IN THE CONSTITUTIONAL DIFFERENCES BETWEEN NEGROES AND WHITES. MALNUTRITION AND MALDEVELOPMENT ADVERSELY AFFECT THE DISADVANTAGED CHILD'S NERVOUS SYSTEM AND, THEREFORE, HIS LEARNING POTENTIAL. SUCH IMPAIRMENT IS A PRIMARY HANDICAP WHICH CAN BE ONLY PARTLY REMEDIATED BECAUSE THE EFFECTS OF A BIOSOCIAL PATHOLOGY CAUSE DISADVANTAGED CHILDREN TO SUFFER FROM LOST LEARNING TIME, NUTRITIONAL DEFICIT DURING CRITICAL LEARNING PERIODS, AND ADVERSE MOTIVATION AND PERSONALITY CHANGES. IN INTERVENING TO PROVIDE THE BEST LEARNING CONDITIONS FOR THE DISADVANTAGED CHILD, EDUCATORS SHOULD RECOGNIZE THE IMPORTANCE OF THE CHILD'S HEALTH TO HIS LEARNING EFFECTIVELY. (NH)

ED 013 284 UD 004 093

JACOBS, JAMES N. AND OTHERS

EVALUATION OF THE IMPACT OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT IN THE CINCINNATI PUBLIC SCHOOLS.

CINCINNATI PUBLIC SCHOOLS, OHIO

PUB DATE 67

EDRS PRICE MF-00.50 HC-\$4.16 102P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *EVALUATION, ANNUAL REPORTS, CINCINNATI, ELEMENTARY AND SECONDARY EDUCATION ACT, ESEA TITLE I, EVALUATION TECHNIQUES, FEDERAL PROGRAMS, OHIO, PROJECTS, PUBLIC SCHOOLS, SCHOOL SERVICES, TABLES (DATA).

THE EFFECT WHICH THE FIRST YEAR OF VARIOUS ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I COMPENSATORY EDUCATION PROJECTS HAS HAD ON A DISADVANTAGED POPULATION IN CINCINNATI IS REPORTED IN THIS EVALUATION. THE EVALUATORS HYPOTHEZIZED THAT THE MOST DRAMATIC RESULTS WOULD OCCUR IN SCHOOLS WHICH RECEIVED THE MOST INTENSIVE TREATMENT. IN THE EVALUATION ONLY VARIABLES WHICH ARE EMPIRICALLY OBSERVABLE WERE STUDIED. HOWEVER, A STRICT EXPERIMENTAL DESIGN WAS IMPOSSIBLE BECAUSE SUCH A DESIGN WOULD HAVE MEANT LEAVING STUDENTS OUT OF THE PROJECT SO THAT THEY COULD PARTICIPATE IN CONTROL GROUPS. NEVERTHELESS, GENERALIZATIONS MADE FROM THE FINDINGS REVEAL THAT THE PROJECTS ARE "PROBABLY" HAVING AN IMPACT ON THE CINCINNATI SCHOOL SYSTEM. PART I OF THE REPORT EVALUATES THE COMBINED RESULTS OF THE 13 PROJECTS AND THEIR COMPONENT SERVICES ACCORDING TO: (1) THE RESULTS OF TEACHER, STUDENT, AND PARENT SURVEYS, (2) IMPROVED PUPIL ACADEMIC ACHIEVEMENT, (3) CHANGES IN PUPIL SELF-IMAGE, (4) PROMOTION RATES, (5) PUPIL ATTENDANCE

RATES, AND (6) NUMBERS OF DROPOUTS. PART II DESCRIBES AND EVALUATES EACH PROJECT INDIVIDUALLY, INCLUDING AMONG OTHERS, CHILDHOOD EDUCATION, SATURDAY ENRICHMENT CLASSES, AND EDUCATION RESOURCES CENTERS PROJECTS. SUBSTANTIVE DATA IS REPORTED IN 36 TABLES THROUGHOUT THE REPORT. (LB)

ED 013 285

UD 004 094

LAW, ALEXANDER I. MADDEN, VINCENT J.
EVALUATION OF ESEA TITLE I PROJECTS OF CALIFORNIA SCHOOLS—SUMMARY OF ANNUAL REPORT, 1965-1966.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *EVALUATION, *PROJECTS, *PUBLIC SCHOOLS, ANNUAL REPORTS, CALIFORNIA, ELEMENTARY AND SECONDARY EDUCATION ACT, ESEA TITLE I, EXPLORATORY WORK EXPERIENCE PROJECT, FEDERAL PROGRAMS, MORE CAPABLE STUDENTS PROJECT, SCHOOL SERVICES, SERVICES FOR EXPECTANT MOTHERS PROJECT, STUDENT TEACHER RATIO PROJECT.

THE PROGRESS OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I COMPENSATORY EDUCATION PROJECTS IN 1,044 CALIFORNIA SCHOOL DISTRICTS IS SUMMARIZED IN THIS REPORT. THE FIRST SECTION GIVES AN OVERVIEW OF THE PROJECTS AND DISCUSSES FUND ALLOCATIONS AND SUCH PROBLEMS AS LACK OF STAFF AND THE TIGHT TIME SCHEDULE DUE TO DELAYED CONGRESSIONAL ACTION ON FUND APPROPRIATIONS. TWO RELATIVELY NEW IDEAS FOR THE EFFECTIVE OPERATION OF LOCAL PROJECTS ALSO ARE PRESENTED—(1) INVOLVEMENT OF COMMUNITY ORGANIZATIONS IN THE DEVELOPMENT OF PROJECTS, AND (2) PROVISION OF ESEA TITLE I SERVICES TO NONPUBLIC SCHOOL CHILDREN. THE SECOND SECTION OF THE REPORT ANALYZES AND EVALUATES THE PROJECTS IN GENERAL AND DISCUSSES SOME OF THEIR SPECIFIC ACTIVITIES. THE THREE MOST COMMON OBJECTIVES OF THE PROJECTS WERE TO PROVIDE REMEDIAL ACTIVITIES, CULTURAL ENRICHMENT, AND SUPPORTIVE AND AUXILIARY SERVICES. SPECIFIC EFFORTS WERE MADE TO REDUCE THE TEACHER'S WORK LOAD AND TO TEACH ENGLISH AS A SECOND LANGUAGE. THIS SECTION ALSO CONTAINS A DISCUSSION OF THE PROJECTS' READING ACHIEVEMENT PROGRAMS. IN THE REPORT'S FINAL SECTION THERE ARE SPECIFIC DESCRIPTIONS OF FOUR SAMPLE PROJECTS AND DISCUSSIONS OF SOME INNOVATIVE PROGRAMS—SERVICES FOR EXPECTANT MOTHERS, MORE CAPABLE STUDENTS, STUDENT-TEACHER RATIO, AND EXPLORATORY WORK EXPERIENCE. THE GENERALLY FAVORABLE ANECDOTAL COMMENTS OF VARIOUS PROJECT PERSONNEL ALSO ARE REPORTED. (LB)

ED 013 286

UD 004 125

ORSHANSKY, MOLLIE
THE POOR IN CITY AND SUBURB, 1964.
PUB DATE DEC 66
EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *ECONOMICALLY DISADVANTAGED, *SUBURBS, *URBAN AREAS, CAUCASIANS, COMPARATIVE ANALYSIS, DEMOGRAPHY, EMPLOYMENT, FAMILY (SOCIOLOGICAL UNIT), GHETTOS, NEGROES, OLDER ADULTS, POPULATION TRENDS, STATISTICAL DATA, TABLES (DATA).

DATA ON WHITE AND NONWHITE POVERTY IN URBAN AND SUBURBAN AREAS ARE SURVEYED AND COMPARED IN THIS ARTICLE. IN SEVERAL SECTIONS POVERTY STATUS AND RACE, AGE, AND METROPOLITAN OR NONMETROPOLITAN RESIDENCE ARE DISCUSSED IN RELATION TO URBAN PROBLEMS, POPULATION TRENDS, PLACE OF RESIDENCE, AND DIFFERENCES IN THE CHARACTERISTICS OF URBAN AND SUBURBAN HOUSEHOLDS. OTHER SECTIONS OF THE PAPER DEAL WITH EMPLOYMENT AND INCOME, THE AGED POOR, AND FAMILIES WITH YOUNG CHILDREN, AND ONE SECTION OFFERS A POPULATION PROFILE OF A CITY. THE DATA ARE SUMMARIZED IN NINE TABLES. AVAILABLE FROM SOCIAL SECURITY BULLETIN, 29(2)/22-37, DECEMBER 1966, PRICE \$0.25. (NH)

ED 013 287

UD 004 641

BUNDY, MCGEORGE AND OTHERS
RECONNECTION FOR LEARNING, A COMMUNITY SCHOOL SYSTEM FOR NEW YORK CITY.

MAYOR'S ADV. PANEL ON DECENTR. OF THE N.Y. CY. SCHS.

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$5.06 127P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *COMMUNITY SCHOOLS, *DECENTRALIZATION, *FINANCIAL POLICY, *PERSONNEL POLICY, BOARD CANDIDATES, BOARDS OF EDUCATION, COMMUNITY INVOLVEMENT, EDUCATIONAL LEGISLATION, MAYORS ADVISORY PANEL ON DECENTRALIZATION, NEW YORK CITY, PARENT PARTICIPATION, PUBLIC SCHOOL SYSTEMS, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL DISTRICTS, SCHOOL INTEGRATION, SCHOOL PERSONNEL, SCHOOL POLICY, SPECIAL SERVICES, TEACHERS, UNIONS.

THIS REPORT (THE BUNDY REPORT) PROPOSES A PLAN FOR THE DECENTRALIZATION OF THE NEW YORK CITY SCHOOL SYSTEM WHICH WOULD ALLOW FOR GREATER COMMUNITY INVOLVEMENT IN SCHOOL POLICY-MAKING AND FOR EDUCATIONAL INNOVATION AND ADMINISTRATIVE FLEXIBILITY. TO ACHIEVE THESE GOALS THE REPORT RECOMMENDS THAT THE SCHOOL SYSTEM BE REORGANIZED INTO A FEDERATION OF 30 TO 60 LARGELY AUTONOMOUS COMMUNITY SCHOOL DISTRICTS AND A CENTRAL EDUCATIONAL AGENCY. THE LOCAL DISTRICTS, WHICH WOULD SERVE BETWEEN 12,000 AND 40,000 PUPILS, WOULD BE RESPONSIBLE FOR ALL "REGULAR" EDUCATION WITHIN THEIR BOUNDARIES AND WOULD BE GOVERNED BY LOCAL BOARDS COMPOSED OF DISTRICT RESIDENTS CHOSEN BY PARENTS AND THE MAYOR. THE BOARDS WOULD RECEIVE ANNUAL ALLOCATIONS OF OPERATING FUNDS TO BE USED AT THEIR DISCRETION, PROVIDED THAT STATE EDUCATIONAL STANDARDS AND UNION CONTRACT TERMS WERE MET. THE LOCAL BOARDS WOULD DETERMINE THEIR OWN PERSONNEL POLICIES BUT WOULD PRESERVE ALL TENURE RIGHTS OF EXISTING PERSONNEL. THE CENTRAL AGENCY, COMPOSED OF EITHER THREE FULL-TIME MAYORAL APPOINTEES OR A BOARD MADE UP OF MEM-

BERS NOMINATED BY THE COMMUNITY SCHOOL DISTRICTS, WOULD HAVE AUTHORITY OVER SPECIAL EDUCATIONAL FUNCTIONS AND CITYWIDE POLICIES, WOULD PROVIDE SPECIFIED CENTRALIZED SERVICES, AND WOULD BE RESPONSIBLE FOR ADVANCING RACIAL INTEGRATION. THE STATE EDUCATION COMMISSIONER WOULD RETAIN HIS RESPONSIBILITY FOR MAINTAINING EDUCATIONAL STANDARDS AND ASSURING THAT INTEGRATION IS BEING FOSTERED AND FOR OVERSEEING THE TRANSITION TO THE COMMUNITY SCHOOL SYSTEM, WHICH WOULD TAKE EFFECT IN 1969. A DRAFT OF THE LEGISLATIVE ACT TO CREATE THE COMMUNITY SCHOOL SYSTEM IS INCLUDED. (NH)

ED 013 288

UD 004 790

PASSOW, A. HARRY
TOWARD CREATING A MODEL URBAN SCHOOL SYSTEM—A STUDY OF THE WASHINGTON, D.C. PUBLIC SCHOOLS.
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE

PUB DATE SEP 67

EDRS PRICE MF-\$2.50 HC-\$24.28 605P.

DESCRIPTORS *EDUCATIONAL PLANNING, *EDUCATIONAL QUALITY, *SCHOOL SURVEYS, *URBAN SCHOOLS, ADMINISTRATIVE ORGANIZATION, BOARDS OF EDUCATION, COMMUNITY SCHOOLS, CURRICULUM, DISTRICT OF COLUMBIA, EARLY CHILDHOOD EDUCATION, EDUCATIONAL EQUALITY, FINANCIAL POLICY, GROUPING (INSTRUCTIONAL PURPOSES), HIGHER EDUCATION, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL PROGRAMS, PUBLIC SCHOOLS, SCHOOL INTEGRATION, SCHOOL PERSONNEL, SCHOOL SERVICES, SPECIAL EDUCATION, STUDENTS, TABLES (DATA), TEACHERS.

EXTENSIVELY REPORTED ARE THE FINDINGS AND RECOMMENDATIONS OF A COMPREHENSIVE 15-MONTH STUDY OF THE WASHINGTON, D.C. PUBLIC SCHOOLS. SUCH A SURVEY, IT IS FELT, WILL HELP TO CREATE A MODEL URBAN SCHOOL SYSTEM WHICH WILL OFFER PUPILS QUALITY EDUCATION DIFFERENTIATED TO MEET THEIR INDIVIDUAL NEEDS. THIRTY-THREE SPECIALIZED TASK FORCES COLLECTED DATA ON ALL ASPECTS OF THE SCHOOL SYSTEMS—PUPIL POPULATION, PROFESSIONAL STAFF, INSTRUCTIONAL PROGRAM, MATERIALS, ADMINISTRATION AND ORGANIZATION, SERVICES, PLANT, RESOURCES, FINANCES, COMMUNITY RELATIONSHIPS, AND WORK WITH NONSCHOOL AGENCIES. THE STUDY COMMITTEE FOUND AMONG OTHER THINGS THAT (1) SCHOOL GROUPING PROCEDURES WERE BOTH ABUSED AND ABUSIVE, (2) THE SCHOOL SYSTEM WAS BECOMING RAPIDLY RESEGREGATED, (3) CURRICULUMS WERE NOT PARTICULARLY ADAPTED TO AN URBAN POPULATION, AND (4) ACADEMIC ACHIEVEMENT WAS SUBSTANDARD. AMONG THE RECOMMENDATIONS FOR INSTRUCTIONAL ORGANIZATION ARE PROPOSALS THAT THE CITYWIDE TRACKING SYSTEM BE ABOLISHED AND THAT PRESCHOOL EDUCATION BECOME A REGULAR SCHOOL SYSTEM POLICY. RECOMMENDATIONS FOR SCHOOL INTEGRATION INCLUDE SUGGESTIONS THAT EXPERIMENTAL METROPOLITAN SCHOOL PARKS BE ESTABLISHED AND THAT THERE BE BETTER RACIAL BALANCE OF STUDENTS AND FACILITIES IN EXISTING SCHOOLS. IT IS ALSO SUGGESTED THAT THERE BE COMMUNITY SCHOOLS WHICH WOULD OFFER SERVICES BASED ON NEIGHBOR-

HOOD NEEDS AND THAT TEACHERS AND PRINCIPALS OF INDIVIDUAL SCHOOLS SHOULD BE LARGELY RESPONSIBLE FOR CURRICULUM REDEVELOPMENT. RECOMMENDATIONS ARE ALSO MADE FOR CHANGES IN STAFFING PRACTICES, BUDGET POLICIES, PUPIL AND WELFARE SERVICES, AND VOCATIONAL, ADULT, AND CONTINUING EDUCATION, AMONG OTHERS. (LB)

ED 013 289 VT 000 359

MILLIKEN, MARY ELIZABETH
THE CARE OF INFANTS AND YOUNG CHILDREN, A PROGRAM TO PREPARE PERSONNEL FOR GROUP CARE OF YOUNG CHILDREN.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$2.12 51P.

DESCRIPTORS *CHILD CARE, *CHILD CARE WORKERS, *COOPERATIVE EDUCATION, *CURRICULUM GUIDES, *OCCUPATIONAL HOME ECONOMICS, ADULT VOCATIONAL EDUCATION, HIGH SCHOOLS, PROGRAM DEVELOPMENT.

CONTENT IS OUTLINED FOR POST-SECONDARY, PREEMPLOYMENT OR UPGRADING COURSES TO PREPARE CHILD CARE WORKERS TO WORK IN DAY CARE OR CHILD DEVELOPMENT CENTERS, NURSERY SCHOOLS, KINDERGARTENS, CAMPS, ETC. THE DEVELOPMENT GROUP CONSISTED OF A COMMITTEE AND SUBJECT MATTER SPECIALISTS AT THE STATE LEVEL. COURSES ARE THE NATURE AND SCOPE OF DAY CARE FOR YOUNG CHILDREN, HEALTH AND SAFETY OF YOUNG CHILDREN, CREATIVE ACTIVITIES FOR YOUNG CHILDREN, AND FIELD EXPERIENCE IN CHILD CARE FACILITIES. SUGGESTED TIME ALLOTMENT AT THE PREEMPLOYMENT LEVEL IS 330 HOURS. THE TEACHER SHOULD BE A SPECIALIST IN CHILD DEVELOPMENT WITH A BACKGROUND IN HOME ECONOMICS, PSYCHOLOGY, PEDIATRIC NURSING, OR PRESCHOOL EDUCATION. THE STUDENT SHOULD POSSESS THE BASIC SKILLS NEEDED TO PROFIT FROM THE INSTRUCTION AND HAVE AN INTEREST AND PERSONAL QUALITIES NECESSARY FOR WORKING WITH YOUNG CHILDREN. THE COOPERATING EMPLOYER IN THE CHILD CARE CENTERS SHOULD BE INVOLVED IN THE EVALUATION OF ALL STUDENTS. THE APPENDIX INCLUDES A LISTING OF BOOKS, PAMPHLETS, PERIODICALS, AND FILMS. (MS)

ED 013 290 VT 000 619

COURSE OUTLINE FOR HORTICULTURE-SERVICE OCCUPATIONS.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-940-017-00

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.25 30P.

DESCRIPTORS *COURSES, *ORNAMENTAL HORTICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATION, *PROGRAM DEVELOPMENT, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, EMPLOYMENT OPPORTUNITIES, HIGH SCHOOLS.

THE PUBLICATION OF THIS AND OTHER DOCUMENTS IN THE SERIES ON OFF-FARM AGRICULTURAL OCCUPATIONS WAS THE RESULT OF AN EFFORT TO ASSIST STATE AND LOCAL LEADERS IN DEVELOPING TRAINING PROGRAMS. PRIME CONSIDERATION WAS GIVEN TO DATA FROM SEVERAL STATE STUDIES AND DE-

VELOPMENT WAS BY A NATIONAL TASK FORCE. THE PURPOSE OF THE COURSE IS TO ASSIST HIGH SCHOOL STUDENTS TO DEVELOP COMPETENCE FOR OCCUPATIONAL ENTRY AS SERVICE WORKERS IN NURSERIES, GARDEN CENTERS, GREENHOUSES, GOLF COURSES, AND GROUND MAINTENANCE DEPARTMENTS. IT IS UNIQUELY APPROPRIATE FOR DISADVANTAGED STUDENTS INTERESTED IN HORTICULTURE. IT DESCRIBES THE OCCUPATIONS, PERSONS TO BE SERVED, TEACHING MODULES INCLUDED, NATURE OF THE COURSE, AND THE PERSONNEL AND SETTING INVOLVED IN COURSE DEVELOPMENT. TEACHING MODULES, PUBLISHED SEPARATELY, INCLUDE (1) OCCUPATIONAL OPPORTUNITY, (2) PLANT IDENTIFICATION, (3) PROPAGATION, (4) GROWING, (5) SOILS MEDIA, (6) PLANT PESTS, (7) PLANT GROWING STRUCTURES, (8) SALESMANSHIP, (9) LAWNS AND TURF, (10) SMALL POWER EQUIPMENT, (11) ORNAMENTAL PLANT MATERIALS AND LANDSCAPE STRUCTURES, AND (12) HUMAN RELATIONS. SUGGESTED TIME ALLOTMENTS, SUPPORTING EDUCATION, METHODS FOR INTRODUCING THE COURSE, USE OF COURSE MATERIALS, EVALUATIVE CRITERIA, INSTRUCTIONAL MATERIALS, AND REFERENCES ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 291 VT 000 620

EXPLORING OCCUPATIONAL OPPORTUNITIES IN ORNAMENTAL HORTICULTURE. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 1.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-901-017-1

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.24 29P.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *OCCUPATIONAL CHOICE, *ORNAMENTAL HORTICULTURE OCCUPATION, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

THE MAJOR OBJECTIVE OF THIS MODULE IS TO DEVELOP STUDENT UNDERSTANDING OF OCCUPATIONAL OPPORTUNITIES AVAILABLE IN ORNAMENTAL HORTICULTURE. IT IS ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE SERVICE OCCUPATIONS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. SUBJECT MATTER AREAS ARE ORNAMENTAL HORTICULTURE ENTERPRISE AND JOB IDENTIFICATION, LOCAL ORNAMENTAL HORTICULTURE BUSINESSES, AND AVAILABLE NATIONAL EMPLOYMENT OPPORTUNITIES. SUGGESTED SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND MEANS FOR EVALUATION ARE INCLUDED. SUGGESTED TIME ALLOTMENT IS 11 HOURS OF CLASS INSTRUCTION AND 4 HOURS OF LABORATORY EXPERIENCE. A TEACHER WITH A BACKGROUND IN ORNAMENTAL HORTICULTURE MAY USE THIS MATERIAL TO PLAN FOR LESS ABLE HIGH SCHOOL STUDENTS WITH AN OCCUPATIONAL GOAL IN

ORNAMENTAL HORTICULTURE SERVICE OCCUPATIONS. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 292 VT 000 621

IDENTIFYING HORTICULTURAL PLANTS. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 2.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-200-017-2

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.44 34P.

DESCRIPTORS *HORTICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATION, *PLANT IDENTIFICATION, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS), VOCABULARY.

THE MAJOR OBJECTIVE OF THIS GUIDE IS TO DEVELOP THE ABILITY TO IDENTIFY COMMON PLANTS THAT ARE IMPORTANT TO THE ORNAMENTAL HORTICULTURIST.

IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM A NUMBER OF STATE STUDIES. IT IS ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE-SERVICE OCCUPATIONS. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. SUBJECT MATTER AREAS ARE (1) VOCABULARY, (2) SCIENTIFIC NOMENCLATURE, AND (3) PLANT IDENTIFICATION. EACH AREA INCLUDES SUGGESTED SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, AND INSTRUCTIONAL MATERIALS AND REFERENCES. SEVERAL SUGGESTIONS FOR EVALUATING EDUCATIONAL OUTCOMES ARE ALSO GIVEN. THE MODULE IS SCHEDULED FOR 85 HOURS OF CLASS INSTRUCTION. A TEACHER WITH A BACKGROUND IN HORTICULTURE MAY USE IT TO PLAN A UNIT FOR LESS ABLE HIGH SCHOOL STUDENTS WITH AN OCCUPATIONAL GOAL IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 293 VT 000 622

PROPAGATING HORTICULTURAL PLANTS. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 3.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-200-017-3

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$2.32 56P.

DESCRIPTORS *HORTICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATION, *PLANT PROPAGATION, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE SERVICE OCCUPATIONS, THIS GUIDE HAS AS ITS MAJOR OBJECTIVE TO DEVELOP AN UNDERSTANDING OF VARIOUS PLANT PROPAGATION METHODS AND AN ABILITY TO CARRY OUT CERTAIN

PROPAGATION PROCEDURES. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SUBJECT MATTER AREAS ARE (1) PRODUCING PLANTS FROM SEEDS, (2) PRODUCING PLANTS FROM CUTTINGS, (3) PRODUCING PLANTS FROM LAYERAGE, (4) PROPAGATING BY BUDDING AND GRAFTING METHODS, AND (5) BUILDING PROPAGATION CONTAINERS AND EQUIPMENT. SUGGESTIONS FOR INTRODUCTION OF THE MODULE, SPECIFIC UNIT OBJECTIVES, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES, AND EVALUATIVE CRITERIA ARE INCLUDED. THE MODULE IS SCHEDULED FOR 30 HOURS OF CLASS INSTRUCTION, 70 HOURS OF LABORATORY EXPERIENCE, AND 50 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS WITH A BACKGROUND IN HORTICULTURE MAY USE IT AS A GUIDE FOR DEVELOPING A UNIT FOR LESS ABLE HIGH SCHOOL STUDENTS WITH AN OCCUPATIONAL GOAL IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 013 294 VT 000 623

GROWING HORTICULTURAL PLANTS. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 4.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-200-017-4

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$2.12 51P.

DESCRIPTORS *HORTICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATION, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE SERVICE OCCUPATIONS, THIS GUIDE HAS AS ITS MAJOR OBJECTIVE TO DEVELOP THE UNDERSTANDINGS AND ABILITIES REQUIRED TO GROW HIGH-QUALITY HORTICULTURAL PLANTS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SUBJECT MATTER AREAS ARE (1) ECONOMIC AND AESTHETIC VALUES OF FLOWER, FRUIT, AND VEGETABLE PLANTS, (2) PLANT GROWTH, (3) PLANT PARTS, (4) PLANT LIFE PROCESSES, (5) PLANT ENVIRONMENT CONTROL, (6) TRANSPLANTING, AND (7) CULTURAL PRACTICES. SUGGESTIONS ARE INCLUDED FOR INTRODUCTION OF THE MODULE, SPECIFIC UNIT OBJECTIVES, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND EVALUATIVE PROCEDURES. THIS MODULE IS SCHEDULED FOR 40 HOURS OF CLASS INSTRUCTION, 67 HOURS OF LABORATORY AND 70 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS WITH A BACKGROUND IN HORTICULTURE MAY USE IT TO PLAN A UNIT FOR LESS ABLE HIGH SCHOOL STUDENTS WHO HAVE AN OCCUPATIONAL GOAL IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO

STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 013 295 VT 000 624

USING SOIL AND OTHER PLANT GROWING MEDIA EFFECTIVELY. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 5.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-200-017-5

PUB DATE AUG 65

EDRS PRICE MF-\$0.50 HC-\$4.76 117P.

DESCRIPTORS *HORTICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATION, *SOIL SCIENCE, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE SERVICE OCCUPATIONS, THIS MODULE HAS AS ITS MAJOR OBJECTIVE TO DEVELOP THE APPRECIATIONS, UNDERSTANDINGS, AND ABILITIES NEEDED TO USE PLANT GROWING MEDIA IN GROWING HORTICULTURAL PLANTS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SUBJECT MATTER AREAS ARE (1) ORIGIN, COMPOSITION, AND IMPORTANCE OF SOIL, (2) SUITABILITY OF VARIOUS SOILS FOR PLANT GROWTH, (3) WATERING PRACTICES RELATED TO SOIL STRUCTURE, (4) RECOGNITION AND USE OF SOIL CONDITIONERS, (5) SOIL MULCH USE, (6) SOIL FERTILITY MAINTENANCE, (7) SOIL ORGANISMS, (8) SOIL EROSION CONTROL, AND (9) SOIL PREPARATION. SUGGESTIONS ARE INCLUDED FOR INTRODUCTION OF THE MODULE, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND EVALUATIVE CRITERIA. THE MODULE IS SCHEDULED FOR 35 HOURS OF CLASS INSTRUCTION, 70 HOURS OF LABORATORY AND 25 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS WITH A BACKGROUND IN HORTICULTURE MAY USE IT TO PLAN A UNIT FOR LESS ABLE HIGH SCHOOL STUDENTS WITH AN OCCUPATIONAL GOAL IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 013 296 VT 000 625

RECOGNIZING AND CONTROLLING PLANT PESTS. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 6.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-600-017-6

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.76 42P.

DESCRIPTORS *ENTOMOLOGY, *ORNAMENTAL HORTICULTURE OCCUPATION, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE SERVICE OCCUPATIONS, THIS MODULE HAS AS ITS MAJOR OBJECTIVE TO DEVELOP THE ABILITIES NECESSARY FOR THE EFFECTIVE CONTROL OF PLANT

PESTS. IT WAS DEVELOPED ON THE BASIS OF DATA FROM STATE STUDIES BY A NATIONAL TASK FORCE. SUBJECT MATTER AREAS ARE NEEDED FOR PLANT PEST CONTROL, PLANT PEST SYMPTOMS IN HORTICULTURAL PLANTS, PLANT PEST IDENTIFICATION, AND PEST CONTROL MEASURES. SUGGESTIONS ARE INCLUDED FOR INTRODUCTION OF THE MODULE, SPECIFIC UNIT OBJECTIVES, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND EVALUATIVE CRITERIA. THE MODULE IS SCHEDULED FOR 14 HOURS OF CLASS INSTRUCTION, 41 HOURS OF LABORATORY AND 100 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS WITH A BACKGROUND IN HORTICULTURE MAY USE IT TO PLAN A UNIT FOR LESS ABLE HIGH SCHOOL STUDENTS WHO HAVE AN OCCUPATIONAL GOAL IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 013 297 VT 000 626

CONSTRUCTING, MAINTAINING, AND USING PLANT-GROWING STRUCTURES. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 7.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-731-017-7

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *HORTICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATION, *PHYSICAL FACILITIES, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE SERVICE OCCUPATIONS, THIS MODULE HAS AS ITS MAJOR OBJECTIVE TO DEVELOP THE ABILITIES NEEDED TO CONSTRUCT, MAINTAIN AND OPERATE PLANT GROWING STRUCTURES. IT WAS DEVELOPED ON THE BASIS OF DATA FROM STATE STUDIES BY A NATIONAL TASK FORCE. SUBJECT MATTER AREAS ARE (1) PLANT GROWING STRUCTURES AND EQUIPMENT IDENTIFICATION AND USE, (2) PLANT GROWING STRUCTURE CONSTRUCTION, (3) PAINT SELECTION AND APPLICATION, (4) GLAZING, AND (5) GREENHOUSE CROP GROWING. THE MODULE IS SCHEDULED FOR 21 HOURS OF CLASS INSTRUCTION, 102 HOURS OF LABORATORY, AND 50 HOURS OF OCCUPATIONAL EXPERIENCES. SUGGESTIONS ARE INCLUDED FOR INTRODUCTION OF THE MODULE, SPECIFIC UNIT OBJECTIVES, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND EVALUATIVE CRITERIA. TEACHERS WITH A BACKGROUND IN HORTICULTURE MAY USE THE MATERIAL TO PLAN A UNIT FOR LESS ABLE HIGH SCHOOL STUDENTS WITH AN OCCUPATIONAL GOAL IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 013 298 VT 000 627
AGRICULTURAL SALESMANSHIP. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 8.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-904-017-8
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ORNAMENTAL HORTICULTURE OCCUPATION, *SALESMANSHIP, *TEACHING GUIDES, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE HIGH SCHOOL STUDENTS FOR EMPLOYMENT IN HORTICULTURE OCCUPATIONS, THIS MODULE AIMS TO DEVELOP STUDENT ABILITY TO MEET CUSTOMERS, PRESENT SUPPLIES AND SERVICES TO CUSTOMERS, OVERCOME RESISTANCE, AND CLOSE A SALE. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH IN STATE STUDIES. SUGGESTIONS ARE INCLUDED FOR INTRODUCING THE MODULE. FOR EACH COMPETENCY, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, REFERENCES, INSTRUCTIONAL MATERIALS, AND OCCUPATIONAL EXPERIENCES ARE SUGGESTED. THE TIME ALLOTMENT SUGGESTED IS 30 HOURS OF CLASS INSTRUCTION AND 36 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH HORTICULTURE, AND STUDENTS SHOULD HAVE AN OCCUPATIONAL GOAL IN HORTICULTURE. SUGGESTIONS ARE INCLUDED FOR EVALUATING OUTCOMES. THE SOURCES OF SUPPLEMENTAL MATERIALS ARE LISTED. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 299 VT 000 628
ESTABLISHING AND CARING FOR LAWNS AND TURF. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 9.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-273-017-9
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *ORNAMENTAL HORTICULTURE OCCUPATION, *TEACHING GUIDES, *TURF MANAGEMENT, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE SERVICE OCCUPATIONS, THIS MODULE HAS AS ITS MAJOR OBJECTIVE TO DEVELOP THE ABILITY TO ESTABLISH AND MAINTAIN LAWNS AND TURF. IT WAS DEVELOPED ON THE BASIS OF DATA FROM STATE STUDIES BY A NATIONAL TASK FORCE. SUBJECT MATTER AREAS ARE NEW LAWN ESTABLISHMENT, LAWN MAINTENANCE, AND POOR LAWN REPAIR OR RENOVATION. SUGGESTIONS ARE INCLUDED FOR INTRODUCTION OF THE MODULE, SPECIFIC UNIT OBJECTIVES, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND CRITERIA FOR STUDENT EVALUATION. THE MODULE IS SCHEDULED FOR 15 HOURS OF CLASS INSTRUCTION, 30 HOURS

OF LABORATORY EXPERIENCE, AND 55 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS WITH A BACKGROUND IN HORTICULTURE MAY USE THIS GUIDE TO PREPARE A UNIT FOR LESS ABLE HIGH SCHOOL STUDENTS WITH AN OCCUPATIONAL GOAL IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 300 VT 000 629
OPERATING, REPAIRING, AND MAINTAINING SMALL POWER EQUIPMENT. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 10.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-747-017-10
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.56 37P.

DESCRIPTORS *ENGINES, *EQUIPMENT, *ORNAMENTAL HORTICULTURE OCCUPATION, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, MAINTENANCE, REPAIR, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE SERVICE OCCUPATIONS, THIS MODULE HAS AS ITS MAJOR OBJECTIVE TO DEVELOP A PROFICIENCY IN THE OPERATION, MAINTENANCE, AND REPAIR OF SMALL POWER EQUIPMENT USED IN HORTICULTURAL ENTERPRISES. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SUBJECT MATTER AREAS ARE (1) SMALL GASOLINE ENGINE ADJUSTMENT, MAINTENANCE, AND REPAIR, (2) SMALL POWER EQUIPMENT MAINTENANCE, (3) LAWN MOWER OPERATION, (4) ROTARY TILLER OPERATION, (5) SOIL SHREDDER OPERATION, (6) AERIFIER OPERATION, (7) SOD CUTTER OPERATION, (8) GARDEN TRACTOR OPERATION, (9) PESTICIDE APPLICATOR OPERATION, AND (10) CHAIN SAW OPERATION. SUGGESTIONS ARE INCLUDED FOR INTRODUCTION OF THE MODULE, SPECIFIC UNIT OBJECTIVES, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND CRITERIA FOR STUDENT EVALUATION. THE MODULE IS SCHEDULED FOR 25 HOURS OF CLASS INSTRUCTION, 75 HOURS OF LABORATORY EXPERIENCE, AND 50 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS WITH A BACKGROUND IN HORTICULTURE MAY USE THIS GUIDE TO PREPARE UNITS FOR LESS ABLE HIGH SCHOOL STUDENTS WITH OCCUPATIONAL GOALS IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 301 VT 000 630
USING AND CARING FOR ORNAMENTAL PLANT MATERIALS AND LANDSCAPE STRUCTURES. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 11.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-200-017-11
PUB DATE AUG 65
EDRS PRICE MF-\$0.50 HC-\$2.60 63P.

DESCRIPTORS *ORNAMENTAL HORTICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATION, *TEACHING GUIDES, *UNITS OF STUDY (SUBJECT FIELDS), *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, LANDSCAPING.

ONE OF A SERIES DESIGNED TO PREPARE HIGH SCHOOL STUDENTS FOR HORTICULTURE-SERVICE OCCUPATIONS, THIS MODULE HAS AS ITS MAJOR OBJECTIVE TO DEVELOP THE ABILITIES NEEDED TO USE, CARE FOR, AND MAINTAIN ORNAMENTAL PLANT MATERIALS AND LANDSCAPE STRUCTURES. IT WAS DEVELOPED ON THE BASIS OF DATA FROM STATE STUDIES BY A NATIONAL TASK FORCE. SUBJECT MATTER AREAS ARE (1) PLANT WOUND TREATMENT, (2) WOODY PLANT SUPPORT, (3) SAFETY IN CLIMBING TREES, (4) POISONOUS PLANT RECOGNITION AND AVOIDANCE, (5) BASIC FIRST AID, (6) PHYSICAL FITNESS AND LABOR EFFICIENCY, (7) CONCRETE PREPARATION AND USE, (8) PAINT APPLICATORS AND PAINT, (9) FENCE CONSTRUCTION, AND (10) MASONRY CONSTRUCTION. SUGGESTIONS ARE INCLUDED FOR INTRODUCTION OF THE MODULE, SPECIFIC UNIT OBJECTIVES, SUBJECT MATTER CONTENT, INSTRUCTIONAL MATERIALS AND REFERENCES, AND EVALUATION CRITERIA. THE MODULE IS SCHEDULED FOR 45 HOURS OF CLASS INSTRUCTION, 116 HOURS OF LABORATORY EXPERIENCE, AND 60 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS WITH A BACKGROUND IN HORTICULTURE MAY USE THIS GUIDE IN PREPARING A UNIT FOR LESS ABLE HIGH SCHOOL STUDENTS WITH AN OCCUPATIONAL GOAL IN ORNAMENTAL HORTICULTURE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 302 VT 000 631
HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 12.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-903-017-12
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.64 39P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *COMMUNICATION (THOUGHT TRANSFER), *HUMAN RELATIONS, *ORNAMENTAL HORTICULTURE OCCUPATION, *TEACHING GUIDES, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE HIGH SCHOOL STUDENTS FOR THE HORTICULTURE OCCUPATIONS, THIS GUIDE AIMS TO DEVELOP IN THE STUDENT THE PERSONAL QUALITIES NECESSARY FOR ADVANCEMENT IN A BUSINESS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUBJECT MATTER INCLUDES EMPLOYMENT OPPORTUNITIES AND PERSONAL QUALITIES, COMMUNICATIONS, AND HUMAN RELATIONS PROBLEM SOLVING. TEACHING-LEARNING ACTIVITIES, OCCUPATIONAL EXPERIENCES, INSTRUCTIONAL MATERIAL, REFERENCES, AND

EVALUATING EDUCATIONAL OUTCOMES ARE SUGGESTED. TEACHERS SHOULD HAVE EXPERIENCE AND STUDENTS SHOULD HAVE AN OCCUPATIONAL GOAL IN HORTICULTURE. SUGGESTED TIME ALLOTMENT IS 24 HOURS CLASS INSTRUCTION AND 12 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR \$7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 013 303 VT 000 674

BEAUMONT, JOHN A.
SEAFOOD MERCHANDISING, A GUIDE FOR TRAINING PROGRAMS.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-82014

PUB DATE 64

EDRS PRICE MF-00.50 HC-03.20 78P.

DESCRIPTORS *CURRICULUM, *DISTRIBUTIVE EDUCATION, *MERCHANDISING, *PROGRAM DEVELOPMENT, *SEAFOOD, CURRICULUM GUIDES, PROGRAM PLANNING.

GUIDELINES ARE SUGGESTED FOR THE PROMOTION AND ORGANIZATION OF TRAINING PROGRAMS THAT WILL AID IN THE ORDERLY DISTRIBUTION OF FISHERY PRODUCTS TO THE CONSUMER. THE MATERIAL WAS DEVELOPED AS A RESULT OF A RESEARCH PROJECT CONDUCTED BY THE EDUCATIONAL SERVICE BUREAU AND THE DISTRIBUTIVE EDUCATION SERVICE OF TEMPLE UNIVERSITY. CHAPTERS IN THE GUIDE ARE - (1) THE SEAFOOD INDUSTRY AND ITS PROBLEMS, (2) ORGANIZING AND OPERATING A SEAFOOD MERCHANDISING PROGRAM WHICH INCLUDES PERSONNEL REQUIREMENTS, FINANCIAL ARRANGEMENTS, STUDENT CLASSIFICATION, AND TEACHING PROCEDURES, (3) CURRICULUMS FOR SEAFOOD MERCHANDISING TRAINING COURSES WHICH INCLUDES PROCEDURES FOR MANAGEMENT, SUPERVISORY, AND OPERATIONAL PERSONNEL, TECHNIQUES OF WHOLESALE, AND PRODUCTS INFORMATION FOR CONSUMER EDUCATORS AND MASS FEEDERS, AND (4) A SAMPLE SEAFOOD MERCHANDISING COURSE WHICH INCLUDES OUTLINES OF 11 TOPICS MOST LIKELY TO BE USED IN INSTRUCTION. THE APPENDIX INCLUDES SOURCES OF INSTRUCTIONAL MATERIALS, A LIST OF SEAFOOD MERCHANDISING CLINICS PREVIOUSLY CONDUCTED, ACTIVITIES OF THE BUREAU OF COMMERCIAL FISHERIES, FISHERY LEGISLATION RELATIVE TO RESEARCH AND TRAINING, AND REFERENCES ON SEAFOOD MERCHANDISING. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.282-82014 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 304 VT 000 897

RESEARCH PLANNING CONFERENCE FOR BUSINESS AND OFFICE EDUCATION (OHIO STATE UNIVERSITY, FEBRUARY 27-MARCH 4, 1966).

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE MAR 66

EDRS PRICE MF-00.50 HC-04.92 121P.

DESCRIPTORS *CONFERENCES, *EDUCATIONAL RESEARCH, *OFFICE OCCUPATIONS EDUCATION, *RESEARCH PROJECTS, ADMINISTRATION, BUSINESS SKILLS, COMMUNICATIONS, DATA PROCESSING, DISADVANTAGED YOUTH, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, FEDERAL PROGRAMS, OFFICE MACHINES, OFFICE MANAGEMENT, OFFICE OCCUPATIONS, OFFICE PRACTICE, PRESERVICE EDUCATION, PROGRAM EVALUATION, SPEECHES, SYSTEMS ANALYSIS, SYSTEMS DEVELOPMENT, TEACHER EDUCATION, WORK ATTITUDES.

LEADERS IN BUSINESS EDUCATION, ADMINISTRATION, MANAGEMENT, AND EDUCATIONAL RESEARCH ATTENDED THE CONFERENCE WHICH HAD AS ITS OBJECTIVE TO DEVELOP AN OVERALL RESEARCH STRUCTURE WITH SPECIAL ATTENTION TO PRIORITY PROBLEMS IN BUSINESS AND OFFICE EDUCATION. FIVE TASK FORCE GROUPS WERE CONCERNED WITH THE IMPLICATIONS OF RESEARCH FOR TEACHER EDUCATION, CURRICULUM AND PROGRAM DEVELOPMENT, EVALUATION, THE CONTRIBUTION OF BUSINESS AND OFFICE EDUCATION TO PREPARATION FOR NEW AND EMERGING OCCUPATIONS, AND DISADVANTAGED YOUTH. PAPERS PRESENTED AT THE CONFERENCE WERE - (1) "AN OVERVIEW OF OFFICE TECHNOLOGY, OPERATION, AND MANAGEMENT," BY C. L. LITTLEFIELD, (2) "SYSTEMS AND PROCEDURES RESEARCH IN OFFICE AND ADMINISTRATIVE MANAGEMENT," BY IRENE PLACE, (3) "EDUCATION AND RESEARCH NEEDS IN RECORDS MANAGEMENT," BY BELDEN MENKUS, (4) "TRENDS IN OFFICE MANAGEMENT," BY EUGENE F. MURPHY, (5) "THE STATE OF THE OFFICE," BY JOSEPH W. GAWTHROP, (6) "NEW TRENDS IN BUSINESS DATA COMMUNICATIONS," BY L. H. SOUTHMAYD, AND (7) "NEW DEVELOPMENTS IN BUSINESS DATA PROCESSING," BY J. A. RAMSEN. THE NINE RESEARCH PROPOSALS DEVELOPED BY THE PARTICIPANTS INCLUDED (1) DEVELOPMENT OF A MODEL BUSINESS TEACHER PRESERVICE PREPARATION PROGRAM, (2) IDENTIFICATION OF THE OFFICE FUNCTION IN OUR SOCIETY, (3) DETERMINATION OF THE PRESENT STATUS OF OFFICE OCCUPATIONS PREPARATION IN SCHOOLS OF LESS THAN COLLEGIATE LEVEL, (4) ESTABLISHMENT OF A PILOT STUDY TO DEVELOP A COMPREHENSIVE MEANS OF EVALUATING A VOCATIONAL OFFICE EDUCATION PROGRAM, (5) ANALYSIS OF NEW AND EMERGING OCCUPATIONS COVERED BY THE VOCATIONAL EDUCATION ACT, (6) DETERMINATION OF EMPLOYMENT OPPORTUNITIES AND PRACTICES FOR DISADVANTAGED YOUTH, AND (7) ANALYSIS OF FEDERAL GOVERNMENT SPONSORED TRAINING PROGRAMS FOR PREPARATION OF OFFICE WORKERS. (PS)

ED 013 305 VT 001 100

OREM, DOROTHEA E.

GUIDES FOR DEVELOPING CURRICULA FOR THE EDUCATION OF PRACTICAL NURSES.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-85004

PUB DATE 66

EDRS PRICE MF-00.75 HC-07.12 176P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *CURRICULUM PLANNING, *HEALTH OCCUPATIONS EDUCATION, *PRACTICAL NURSES, *PROGRAM DEVELOPMENT, NURSING.

THE RELATIVELY UNCHANGING FACTORS UNDERLYING NURSING AND ITS PRACTICE ARE PRESENTED AND APPLIED IN THE DEVELOPMENT OF CURRICULUMS FOR THE EDUCATION OF PRACTICAL NURSES. THE GUIDE FOR DEVELOPING CURRICULUMS WAS PREPARED BY A REGISTERED NURSE IN COOPERATION WITH SEVERAL GROUPS AND MANY INDIVIDUALS, INCLUDING TWO PROGRAM SPECIALISTS OF THE PRACTICAL NURSE EDUCATION SECTION OF THE U.S. OFFICE OF EDUCATION AND THE NATIONAL ADVISORY COMMITTEE ON PRACTICAL NURSE EDUCATION. SOME OF THE TOPICS ARE - (1) THE ART OF NURSING, (2) THE ROLES OF THE PRACTICAL NURSE IN NURSING PATIENTS, (3) GENERAL CHARACTERISTICS OF EDUCATION FOR NURSING PRACTICE, (4) ELEMENTS OF NURSING THAT CONDITION NURSING EDUCATION, (5) QUALIFICATIONS OF THOSE WHO DESIRE TO BECOME PRACTICAL NURSES, (6) GUIDING AND TEACHING STUDENT PRACTICAL NURSES, (7) NURSING SITUATIONS, (8) DESIGNING A CURRICULUM, (9) CURRICULA FOR THE EDUCATION OF PRACTICAL NURSES, AND (10) DEVELOPMENT OF THE AREAS OF LEARNING OF THE CURRICULUM. SELECTED READINGS AND ILLUSTRATIONS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.285-85004 FOR 60 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 306 VT 001 278

A GUIDE FOR USE IN DEVELOPING TRAINING PROGRAMS IN DRAFTING AND DESIGN TECHNOLOGY.

MISSISSIPPI STATE UNIV., STATE COLLEGE

PUB DATE MAY 65

EDRS PRICE MF-00.75 HC NOT AVAILABLE FROM EDRS. 158P.

DESCRIPTORS *CURRICULUM GUIDES, *DESIGN, *DRAFTING, *TECHNICAL EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, CURRICULUM, PROGRAM DEVELOPMENT.

INITIAL COURSE OUTLINES WERE PREPARED BY INSTRUCTORS. INDIVIDUAL COURSES WERE THEN EXPANDED AND COORDINATED WITH OTHER COURSES. THE CURRICULUM LABORATORY STAFF REORGANIZED AND EDITED THE MATERIAL. A COMMITTEE OF INDUSTRIAL REPRESENTATIVES REVIEWED AND PERSONALLY ENDORSED IT AS BEING APPROPRIATE AND ADEQUATE FOR TRAINING DRAFTING AND DESIGN TECHNICIANS. THE CURRICULUM GUIDE COVERING 72 SEMESTER HOURS IS ARRANGED AS COURSE OUTLINES WHICH INCLUDE CONTENT TOPICS, CLASS AND LABORATORY HOURS, AND STUDENT ACTIVITIES. LISTED ARE 95 SUGGESTED TEXTS, DATED FROM 1943 TO 1964. STUDENTS SHOULD BE HIGH SCHOOL GRADUATES IN THE UPPER ONE-THIRD OF THEIR CLASS WITH TECHNICAL APTITUDES AND A MATH AND SCIENCE BACKGROUND. INSTRUCTORS SHOULD BE NO LESS THAN TECHNICAL SCHOOL GRADUATES WITH OCCUPATIONAL EXPERIENCE. COURSES INCLUDE (1) FUNDAMENTALS OF DRAFTING, (2) DESCRIPTIVE GEOMETRY, (3) MACHINE DRAFTING, (4) ELECTRICAL, PIPING, AND SHEET METAL DRAFTING, (5) ARCHITECTURAL DRAFTING, (6) STRUCTURAL DRAFTING, (7) MAP AND TOPOGRAPHIC DRAWING, (8) ALGEBRA, (9) TRIGONOMETRY, (10) STATICS AND STRENGTH OF MATERIALS, (11) PROPER

TIES OF MATTER AND MECHANICS, (12) ANALYTICAL GEOMETRY AND CALCULUS, (13) SURVEYING, (14) ELECTRICITY AND MAGNETISM, AND (15) HEAT, LIGHT, AND SOUND. THIS DOCUMENT IS AVAILABLE FOR \$4.00 FROM CURRICULUM LABORATORY, BOX NU, STATE COLLEGE, MISSISSIPPI 39762. (EM)

ED 013 307 VT 001 384
WALDRIP, LYNN AND OTHERS
PRIVATE VOCATIONAL SCHOOLS IN NORTH DAKOTA.
NORTH DAKOTA UNIV., GRAND FORKS, COLL. OF EDUC.
REPORT NUMBER RR-3
PUB DATE NOV 66

EDRS PRICE MF-\$9.25 HC-\$14.00 33P.
DESCRIPTORS *EDUCATIONAL OPPORTUNITIES, *PRIVATE SCHOOLS, *SCHOOL SURVEYS, *VOCATIONAL EDUCATION, *VOCATIONAL SCHOOLS, ADMISSION CRITERIA, EDUCATIONAL PROGRAMS, NORTH DAKOTA, QUESTIONNAIRES, STUDENT CHARACTERISTICS, STUDENT ENROLLMENT, VOCATIONAL FOLLOWUP.

A SURVEY OF ALL PRIVATELY OWNED VOCATIONAL SCHOOLS IN NORTH DAKOTA WAS MADE TO DETERMINE THE EDUCATIONAL OPPORTUNITIES OFFERED BY THESE SCHOOLS. THE 16 INCLUDED ONE BARBER, EIGHT HAIRSTYLING, ONE DATA PROCESSING, ONE MECHANICAL, AND FIVE BUSINESS SCHOOLS. DATA WERE OBTAINED ON AGES OF STUDENTS, PERCENT WORKING WHILE ATTENDING SCHOOL, TYPES OF FINANCIAL ASSISTANCE PROVIDED BY THE SCHOOLS, ENROLLMENT CRITERIA, TYPE OF TRAINING AND TIME REQUIRED, TUITION, PERCENT OF STUDENTS WHO COMPLETED TRAINING, PERCENT PLACED ON JOBS BY SCHOOL, BEGINNING WAGE OF GRADUATES, CITIES WHERE MAJORITY OF STUDENTS FIND WORK AFTER GRADUATION, PERCENT OF STUDENTS REMAINING ON INITIAL JOB OVER TWO YEARS, SCHOOLS WITH FOLLOWUP PROGRAMS FOR EVALUATING CURRICULUM, AND DATE OF LAST FOLLOWUP. ENROLLMENT FROM 1962-65 TO 1965-66 INCREASED AS FOLLOWS - (1) BARBER, 24 TO 25, (2) HAIRSTYLING, 243 TO 493, (3) BUSINESS, 1,328 TO 1,446, (4) DATA PROCESSING, ZERO TO 230, (5) MECHANICAL, 230 TO 365, AND (6) TOTAL, 1,825 TO 2,559. (FS)

ED 013 308 VT 001 534
WORTHING, ROBERT
PHYSICS AND CHEMISTRY FOR THE AUTOMOTIVE TRADES.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
PUB DATE JAN 67
EDRS PRICE MF-\$1.00 HC NOT AVAILABLE FROM EDRS. 253P.

DESCRIPTORS *AUTOMOBILE MECHANICS (OCCUPATION), *CHEMISTRY, *PHYSICS, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, HIGH SCHOOLS, LABORATORY EXPERIMENTS, MOTOR VEHICLES, TECHNICAL EDUCATION, TEXTBOOKS.

DESIGNED FOR STUDENT USE, THIS MANUAL PRESENTS RELATED INFORMATION AND LABORATORY EXPERIMENTS FOR A 1-YEAR COURSE IN APPLIED PHYSICS AND CHEMISTRY. IT WAS DEVELOPED BY ESSEX COUNTY AUTOMOTIVE TEACHERS. CONTENT HEADINGS ARE - (1) MATTER AND ITS PROPERTIES (15 EXPERIMENTS), (2) MECHANICS (4 EXPERIMENTS), (3) HEAT (3 EXPERIMENTS), (4) EL-

ECTRICITY (8 EXPERIMENTS), (5) SOUND, AND (6) LIGHT. EACH EXPERIMENT LISTS THE NECESSARY MATERIALS, PROCEDURES, AND CONCLUSIONS. NUMEROUS ILLUSTRATIONS ARE PROVIDED, MOST OF WHICH ARE PHOTOGRAPHS OR LINE DRAWINGS. STUDENTS MAY BE EITHER HIGH SCHOOL OR POST-SECONDARY LEVEL. THE TEACHER SHOULD BE CERTIFIED AND HAVE A SCIENCE-AUTOMOTIVE BACKGROUND. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM THE VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903. (EM)

ED 013 309 VT 001 736
BROOKING, WALTER J. AND OTHERS
ELECTRONIC TECHNOLOGY, A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-80009A
PUB DATE APR 66
EDRS PRICE MF-\$0.50 HC-\$4.64 114P.

DESCRIPTORS *CURRICULUM GUIDES, *ELECTRONIC TECHNICIANS, *PROGRAM DEVELOPMENT, *TECHNICAL EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, CURRICULUM, EDUCATIONAL FACILITIES, ELECTRONICS, ORGANIZATIONS (GROUPS).

THE PURPOSE OF THIS REVISED CURRICULUM GUIDE IS TO AID ADMINISTRATORS, SUPERVISORS, AND TEACHERS TO PLAN, DEVELOP, AND EVALUATE PROGRAMS. THE BASIC MATERIALS WERE PREPARED BY THE TECHNICAL INSTITUTE DIVISION OF THE OKLAHOMA STATE UNIVERSITY PURSUANT TO A U.S. OFFICE OF EDUCATION (USOE) CONTRACT. THE FINAL DRAFT WAS PREPARED BY USOE PERSONNEL. TECHNICAL ACCURACY WAS CHECKED BY NINE ENGINEERS, INDUSTRIALISTS, AND EDUCATORS. THE CONTENTS INCLUDE SUGGESTED COURSE OUTLINES, SEQUENCE OF TECHNICAL EDUCATION PROCEDURE, LABORATORY LAYOUTS, LISTS OF LABORATORY EQUIPMENT AND COSTS, SUGGESTED TEXTS AND REFERENCES, A DISCUSSION OF LIBRARY FACILITIES, AND A SELECTED LIST OF SCIENTIFIC AND TECHNICAL SOCIETIES. THE COURSE OUTLINES INCLUDE HOURS REQUIRED, COURSE DESCRIPTION, MAJOR DIVISIONS (OUTLINE), TEXTS AND REFERENCES, AND VISUAL AIDS. THE APPENDIX ALSO CONTAINS EXAMPLES OF INSTRUCTIONAL MATERIALS AND REPORT WRITING STANDARDS. INSTRUCTORS SHOULD BE TECHNICALLY PROFICIENT AND HAVE INDUSTRIAL EXPERIENCE. STUDENTS SHOULD HAVE ONE YEAR OF HIGH SCHOOL ALGEBRA, GEOMETRY, AND PHYSICS AS A PREREQUISITE. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5-280-80009A FOR \$1.00 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ED 013 310 VT 001 826
THE VISITING HOMEMAKER, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-87002
PUB DATE 64
EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *HOME MANAGEMENT, *OCCUPATIONAL HOME ECONOMICS,

*TEACHING GUIDES, *VISITING HOMEMAKERS, ADULT VOCATIONAL EDUCATION, COMMUNITY SERVICE PROGRAMS, FAMILY PROBLEMS, MDTA PROGRAMS, PROGRAM DEVELOPMENT.

THE PURPOSE OF THESE GUIDELINES IS TO PROVIDE RESOURCE MATERIAL FROM WHICH A LOCAL TRAINING PROGRAM FOR VISITING HOMEMAKERS CAN BE DEVELOPED. THE VISITING HOMEMAKER ASSISTS IN PERFORMING THE DUTIES OF THE HOME IN ORDER TO KEEP FAMILY LIFE NORMAL DURING STRESS OR ILLNESS IN THE FAMILY. THE VISITING HOMEMAKER TRAINEE SHOULD BE AN INTELLIGENT, MATURE PERSON WITH AN INTEREST IN HELPING FAMILIES AND WITH EXPERIENCE IN BASIC HOMEMAKING SKILLS. THE TEACHER SHOULD BE A COLLEGE GRADUATE WITH A MAJOR IN HOME ECONOMICS OR SOCIAL WORK, EXPERIENCED IN TEACHING ADULTS, AND COMPETENT IN WORKING WITH OTHERS. INSTRUCTION FROM 60 TO 90 HOURS IS SUGGESTED IN THE UNITS - (1) ORIENTATION AND PERSONAL QUALITIES NEEDED, (2) RESPONSIBILITIES OF THE VISITING HOMEMAKER, (3) BASIC NEEDS OF PEOPLE AND IMPLICATIONS OF WORKING WITH CHILDREN OF VARIOUS AGES AND FAMILY BACKGROUNDS, (4) WORKING WITH FAMILIES WITH SPECIAL PROBLEMS, (5) ASSISTING THE FAMILY IN PROVIDING NUTRITIOUS MEALS, AND (6) HOUSEKEEPING TASKS. REFERENCES ARE INCLUDED WITH EACH UNIT. SUGGESTIONS ARE GIVEN FOR LESSON PLANNING, EVALUATION, AND TEACHING FACILITIES. CRITERIA ARE LISTED FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5-287-87002 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

ED 013 311 VT 001 834
SUPERVISED FOOD SERVICE WORKERS, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-87004
PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *FOOD SERVICE OCCUPATIONS, *FOODS INSTRUCTION, *OCCUPATIONAL HOME ECONOMICS, *TEACHING GUIDES, ADULT VOCATIONAL EDUCATION, MDTA PROGRAMS, PROGRAM DEVELOPMENT.

RESOURCE MATERIAL FOR THE DEVELOPMENT OF TRAINING PROGRAMS FOR SUPERVISED FOOD SERVICE WORKERS WILL NEED TO BE ADAPTED TO THE NEEDS OF THE STUDENTS AND THE COMMUNITY. THE SUPERVISED FOOD SERVICE WORKER PREPARES AND SERVES FOOD, UNDER THE DIRECTION OF THE FOOD SERVICE SUPERVISOR, IN INSTITUTIONS SUCH AS HOSPITALS, NURSING HOMES, HOMES FOR THE AGED, AND CHILD CARE CENTERS. SOME PURPOSES OF THE PROGRAM ARE TO PREPARE THE TRAINEE TO (1) ASSIST THE HEAD COOK IN INSTITUTIONS, (2) LEARN TO PREPARE CORRECTLY ALL TYPES OF FOOD FOR INSTITUTIONS, (3) FOLLOW GOOD MANAGEMENT PRACTICES IN ALL PHASES OF FOOD WORK, (4) LEARN SPECIFIC INSTITUTIONAL FOOD SKILLS IN PREPARATION AND SERVING TO CLIENTS, AND (5) LEARN SANITARY PRACTICES IN CLEANING UP AFTER FOOD PREPARATION. THE TRAINEE SHOULD

BE ABLE TO READ, WRITE, AND FOLLOW DIRECTIONS AND BE IN GOOD PHYSICAL AND MENTAL HEALTH. THE TEACHER SHOULD BE A COLLEGE GRADUATE IN INSTITUTIONAL MANAGEMENT, WITH SUCCESSFUL EXPERIENCE BOTH IN TEACHING ADULTS AND IN INSTITUTIONAL FOOD SERVICE. THE COURSE IS SUGGESTED FOR 240 HOURS WITH FIVE BASIC UNITS. REFERENCES AND SUGGESTIONS FOR PLANNING AND EVALUATING THE EXPERIENCES ARE INCLUDED. CRITERIA ARE GIVEN FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87004 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

ED 013 312 VT 001 856
MECHANICAL TECHNOLOGY, DESIGN AND PRODUCTION, A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80019
PUB DATE 64

EDRS PRICE MF-\$0.50 HC-\$4.52 111P.

DESCRIPTORS *BIBLIOGRAPHIES, *CURRICULUM GUIDES, *ENGINEERING TECHNICIANS, *MECHANICS (PROCESS), *TECHNICAL EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, CURRICULUM, EDUCATIONAL FACILITIES, INSTRUCTIONAL MATERIALS, PROGRAM DEVELOPMENT.

THE PURPOSE OF THIS CURRICULUM GUIDE IS TO ASSIST ADMINISTRATORS, SUPERVISORS, AND TEACHERS TO PLAN AND DEVELOP 2-YEAR POST-SECONDARY EDUCATION PROGRAMS IN MECHANICAL DESIGN AND PRODUCTION. TECHNICAL MATERIALS WERE DEVELOPED BY AN INSTITUTE STAFF FOR THE WISCONSIN STATE BOARD FOR VOCATIONAL EDUCATION UNDER CONTRACT TO THE U.S. OFFICE OF EDUCATION (USOE) AND INCLUDE SUGGESTIONS FROM OTHER INSTITUTIONS, ENGINEERS, EDUCATORS, AND USOE STAFF MEMBERS REVIEWED THE MATERIALS PRIOR TO PUBLICATION. THE CURRICULUM IS DESIGNED TO PROVIDE MAXIMUM TECHNICAL INSTRUCTION IN THE TIME ALLOTTED, AND SUPPORTING SCIENTIFIC COURSES ARE COORDINATED WITH TECHNICAL COURSES. THE OBJECTIVE OF THE CURRICULUM IS TO PREPARE TECHNICIANS FOR ENTRY, ADVANCEMENT, AND FURTHER STUDY IN THE TECHNOLOGY. THE 2-YEAR CURRICULUM IS DESCRIBED, CLASSIFIED, AND SCHEDULED FOR BOTH DESIGN AND PRODUCTION OPTIONS. COURSE DESCRIPTIONS INCLUDE TIME ALLOTMENTS, UNIT OUTLINES, LABORATORY ACTIVITIES, TEXTS, REFERENCES, AND VISUAL AIDS. A BIBLIOGRAPHY IS INCLUDED. THE APPENDIX INCLUDES SAMPLE INSTRUCTIONAL MATERIAL AND A DESCRIPTION OF SUGGESTED INSTRUCTIONAL FACILITIES. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80019 FOR 70 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JM)

ED 013 313 VT 001 875
ARNOLD, WALTER M.
ELECTRICAL TECHNOLOGY, A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80006

PUB DATE 60

EDRS PRICE MF-\$0.50 HC-\$5.16 127P.

DESCRIPTORS *CURRICULUM, *CURRICULUM GUIDES, *ELECTRONIC TECHNICIANS, *TECHNICAL EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, EDUCATIONAL FACILITIES, ELECTRICITY, INSTRUCTIONAL MATERIALS.

THE PURPOSE OF THIS CURRICULUM GUIDE IS TO AID ADMINISTRATORS, SUPERVISORS, AND TEACHERS PLAN, DEVELOP, AND EVALUATE PROGRAMS. TECHNICAL MATERIALS WERE PREPARED BY THE STAFF OF THE TECHNICAL INSTITUTE DIVISION OF THE OKLAHOMA STATE UNIVERSITY PURSUANT TO A U.S. OFFICE OF EDUCATION (USOE) CONTRACT. OTHER PORTIONS WERE PREPARED BY THE STAFF OF THE AREA VOCATIONAL EDUCATION BRANCH, USOE. TECHNICAL ACCURACY WAS CHECKED BY FIVE ELECTRICAL ENGINEERS. THE CURRICULUM IS PRESENTED AND DISCUSSED, AND COURSE OUTLINES GIVE - (1) HOURS REQUIRED, (2) DESCRIPTIONS (COURSE), (3) MAJOR DIVISIONS (OUTLINE), AND (4) TEXTS AND REFERENCES. THE APPENDIX INCLUDES - (1) EXAMPLES OF INSTRUCTIONAL MATERIALS, UNITS, LABORATORY EXPERIMENTS, REPORT WRITING STANDARDS, AND REPORTS, (2) FLOORPLANS, AND (3) LISTS OF EQUIPMENT AND SUPPLIES WITH COSTS. INSTRUCTORS MUST HAVE TECHNICAL COMPETENCE, INDUSTRIAL EXPERIENCE, AND PROFESSIONAL ACUMEN. STUDENTS SHOULD HAVE A GOOD GENERAL EDUCATION BACKGROUND WITH ONE OR TWO YEARS OF MATHEMATICS AND SCIENCE. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80006 FOR 75 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ED 013 314 VT 001 980

PETERSON, CLARENCE E.
CIVIL AND HIGHWAY TECHNOLOGY, SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL-TECHNICAL EDUCATION PROGRAMS.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80018

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *CIVIL ENGINEERING, *CURRICULUM DEVELOPMENT, *ENGINEERING TECHNICIANS, *JOB ANALYSIS, *OCCUPATIONAL INFORMATION, ADULT VOCATIONAL EDUCATION, CURRICULUM PLANNING, OCCUPATIONAL CLUSTERS, TECHNICAL EDUCATION.

THE PURPOSE OF THIS REPORT IS TO EXPLAIN HOW BASIC OCCUPATIONAL INFORMATION FROM A JOB ANALYSIS IS USED TO SHOW THE RELATIONSHIPS AMONG JOBS AND TO ESTABLISH COURSES OF STUDY FOR OCCUPATIONAL EDUCATION. IT WAS DEVELOPED UNDER TITLE VIII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958. TOPICS COVERED ARE THE FIELD OF WORK, JOB RELATIONSHIPS, JOB DESCRIPTIONS, TRAINING REQUIREMENTS, AND DEVELOPING THE CURRICULUM. THE FOCUS IS ON AN ANALYSIS OF OCCUPATIONS IN TECHNICAL FIELDS FROM WHICH A CURRICULUM CAN BE DEVELOPED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80018 FOR 25 CENTS FROM

SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ED 013 315 VT 002 083

KARNES, JAMES B. AND OTHERS
GENERAL MECHANICS, A COURSE OF STUDY DESIGNED FOR COOPERATIVE PART-TIME STUDENTS EMPLOYED IN GENERAL MECHANICS SHOPS.

MISSOURI UNIV., COLUMBIA, COLL. OF EDUCATION

PUB DATE AUG 63

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 127P.

DESCRIPTORS *CURRICULUM GUIDES, *MECHANICS (PROCESS), *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, HIGH SCHOOLS, POST SECONDARY EDUCATION.

THE PURPOSE OF THIS COMBINATION COURSE OF STUDY AND STUDY GUIDE IS TO PROVIDE MATERIAL FOR JOB SKILLS AND PROCEDURES, TECHNICAL INFORMATION, AND PERSONAL DEVELOPMENT. USE IN GRADE 11 OR ABOVE IS RECOMMENDED FOR COOPERATIVE OR PREPARATORY COURSES. IT WAS ORIGINALLY WRITTEN BY A RESEARCH ASSISTANT, REVISED BY A RESEARCH ASSISTANT IN A UNIVERSITY SETTING, WITH ADVICE FROM AN ADVISORY COMMITTEE AND SPECIALISTS, AFTER EXTENSIVE USE. COURSE CONTENT IS PRESENTED AS "WHAT THE WORKERS SHOULD BE ABLE TO DO" AND "WHAT THE WORKER SHOULD KNOW." COVERED ARE SUCH AREAS AS (1) SMALL GAS ENGINES, (2) CHAIN SAW SHARPENING, (3) OUTBOARD MOTORS, (4) BICYCLES, AND (5) DUPLICATION OF KEYS. ASSIGNMENT SHEETS, TESTS, AND INFORMATION SHEETS COMPRISE THE STUDY GUIDE. PROGRESS RECORDS FOR THE INSTRUCTOR AND EMPLOYER ARE PROVIDED. RELATED INSTRUCTION REQUIRES 180 CLOCK HOURS. A QUALIFIED COORDINATOR OR COMPETENT GENERAL MECHANICS INSTRUCTOR IS NECESSARY. THE STUDENTS SHOULD BE AT LEAST HIGH SCHOOL JUNIORS WITH MECHANICAL APTITUDE. LISTED ARE 11 REFERENCES, 17 SOURCES OF MATERIALS, AND TWO PUBLISHERS. AN ANSWER BOOK (VT 002 082) IS AVAILABLE. REPRODUCTION OF THIS 8 BY 11 INCH GUIDE IS BY MIMEOGRAPH. THIS DOCUMENT IS AVAILABLE FOR \$1.50 FROM INDUSTRIAL EDUCATION, 103 INDUSTRIAL EDUCATION BUILDING, UNIVERSITY OF MISSOURI, COLUMBIA, MISSOURI 65201. (EM)

ED 013 316 VT 002 099

PETERSON, CLARENCE E.
CHEMICAL AND METALLURGICAL TECHNOLOGIES, SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL EDUCATION PROGRAMS.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80016

PUB DATE 62

EDRS PRICE MF-\$0.25 HC-\$1.20 26P.

DESCRIPTORS *CHEMICAL TECHNICIANS, *CURRICULUM DEVELOPMENT, *ENGINEERING TECHNICIANS, *JOB ANALYSIS, *OCCUPATIONAL INFORMATION, CHEMISTRY, CURRICULUM PLANNING, EDUCATIONAL NEEDS, METALLURGY, OCCUPATIONAL CLUSTERS, TECHNICAL EDUCATION.

THE PURPOSE OF THIS PUBLICATION IS TO HELP STATES ORGANIZE AND OPERATE PROGRAMS UNDER TITLE VIII OF

THE NATIONAL DEFENSE EDUCATION ACT OF 1958 FOR THE TRAINING OF CHEMICAL AND METALLURGICAL TECHNICIANS. SUGGESTED IS A RATIONALE FOR CURRICULUM DEVELOPMENT WHICH INCLUDES - (1) IDENTIFICATION OF INDIVIDUAL OCCUPATIONS, (2) ANALYSIS OF JOB CHARACTERISTICS SUCH AS WORK PERFORMED, ABILITY REQUIRED, WORKER CHARACTERISTICS, TOOLS, AND MATERIALS, (3) CLUSTERING OF OCCUPATIONS BY COMMON TRAINING REQUIREMENTS, AND (4) CONSTRUCTION OF A CURRICULUM BASED UPON THE REQUIREMENTS OF THE OCCUPATIONAL CLUSTER TEMPERED BY INSTITUTIONAL CONSIDERATIONS. DESCRIPTIONS ARE GIVEN FOR 11 JOBS IN CHEMICAL AND METALLURGICAL TECHNOLOGIES AND INCLUDE ASSISTANTS, ANALYSTS, AND TECHNICIANS. A JOB FACTOR COMPARISON CHART SHOWS THE CHEMICAL AND METALLURGICAL ACTIVITIES IN EACH OF THE 11 OCCUPATIONS. A TRAINING REQUIREMENTS ANALYSIS FORM IS INCLUDED AS A SPECIMEN OF A METHOD OF DETERMINING CURRICULUM FOR THE TWO TECHNOLOGIES. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80016 FOR 25 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JM)

ED 013 317 VT 002 133
HOLLENBERG, A.H. JOHNSON, E.J.
INSTRUCTION IN FARM MECHANICS, SUGGESTIONS FOR DEVELOPING TRAINING PROGRAMS IN FARM MECHANICS IN VOCATIONAL AGRICULTURE.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-81009
PUB DATE 64
EDRS PRICE MF-\$0.75 HC-\$5.52 136P.
DESCRIPTORS *AGRICULTURAL ENGINEERING, *PROGRAM DEVELOPMENT, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE.

THE PURPOSE OF THE PROGRAM GUIDE IS TO ASSIST TEACHERS IN TRAINING YOUNG FARMERS AND FARM WORKERS IN THE SELECTION, OPERATION, UTILIZATION, AND MAINTENANCE OF FARM TOOLS, MACHINERY, AND MECHANICAL EQUIPMENT. DESIGNED BY NATIONAL AGRICULTURAL EDUCATION SPECIALISTS, THE DOCUMENT INCLUDES CHAPTERS ON THE CHANGING FARM, SETTING UP PROGRAMS, FARM MECHANICS OBJECTIVES AND PROCEDURES, FARM POWER AND MACHINERY, SOIL AND WATER MANAGEMENT, FARM BUILDINGS AND CONVENIENCES, FARM ELECTRIFICATION, AND FARM SHOP WORK. DISCUSSION TOPICS ARE INCLUDED AT INTERVALS THROUGHOUT THE DOCUMENT. A GLOSSARY OF COMMON TERMS IS INCLUDED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.281-81009 FOR 50 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JM)

ED 013 318 VT 002 219
MORRISON, EDWARD J. LECZNAK, WILLIAM B.
DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL CURRICULUM FOR THE NEW QUINCY (MASS.) VOCATIONAL-TECHNICAL SCHOOL, THE SEQUENCING OF LEARNING UNITS. SEVENTH QUARTERLY TECHNICAL REPORT.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER BR-5-0009
PUB DATE 31 DEC 66
EDRS PRICE MF-\$0.25 HC-\$1.64 39P.

DESCRIPTORS *CAREER CHOICE, *CURRICULUM DEVELOPMENT, *SEQUENTIAL PROGRAMS, *VOCATIONAL EDUCATION, ARTICULATION (PROGRAM), CURRICULUM RESEARCH, HORIZONTAL ORGANIZATION, LEARNING ACTIVITIES, LEARNING STRUCTURES, PROJECT ABLE, SECONDARY EDUCATION, SEQUENTIAL APPROACH, VERTICAL ORGANIZATION, CONTRACT OEC-5-85-019

THE PRINCIPAL GOAL OF PROJECT ABLE IS TO DEMONSTRATE THE INCREASED EFFECTIVENESS OF INSTRUCTION WHERE THE CONTENT IS DERIVED FROM AN ANALYSIS OF DESIRED BEHAVIOR AFTER GRADUATION. IT ALSO ATTEMPTS TO APPLY NEWLY DEVELOPED EDUCATIONAL TECHNOLOGY TO THE DESIGN, CONDUCT, AND EVALUATION OF VOCATIONAL EDUCATION. THIS REPORT CONSIDERS THE PROBLEM OF SELECTING SEQUENCES FOR LEARNING UNITS SO THAT STUDENTS ACQUIRE THE DESIRED PERFORMANCE CAPABILITIES SYSTEMATICALLY AND EFFICIENTLY. SECTION ONE REVIEWS A PLAN WHICH ALLOWS STUDENTS TO QUALIFY FOR SUCCESSIVELY HIGHER-LEVEL JOBS AND PROVIDES A SERIES OF POINTS AT WHICH STUDENTS MAY LEAVE THE CURRICULUM IN ACCORDANCE WITH THEIR CAPABILITIES AND NEEDS. SECTION TWO DISCUSSES AN ANALYTIC PROCEDURE FOR DERIVING LEARNING STRUCTURES, FIRST DESCRIBED BY R. M. GAGNE. IT PROVIDES AN ANALYSIS OF THE KINDS OF PERFORMANCE CAPABILITIES WHICH MUST BE ACQUIRED, RATHER THAN AN ANALYSIS OF SUBJECT-MATTER LOGIC. SECTION THREE REVIEWS THE MAJOR FACTORS AFFECTING A SEQUENCE THROUGH THE EXERCISE OF AVAILABLE SEQUENCE OPTIONS AND BY THE ADDITION, REPETITION, AND DELETION OF UNITS FROM THE SEQUENCE. THE FINAL SECTION OF THE REPORT CONCERNS EMPIRICAL TEST AND REVISION OF THE INITIAL SEQUENCE DESIGN. (PS)

ED 013 319 VT 002 270
THE HOMEMAKER'S ASSISTANT, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-87008
PUB DATE 64
EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *HOME MANAGEMENT, *MAIDS, *OCCUPATIONAL HOME ECONOMICS, *PROGRAM DEVELOPMENT, *TEACHING GUIDES, ADULT VOCATIONAL EDUCATION, CHILD CARE, GUIDELINES, HIGH SCHOOLS, MDTA PROGRAMS.

THE PURPOSE OF THIS GUIDE IS TO PROVIDE HELP IN DEVELOPING A LOCAL PROGRAM FOR TRAINING HOMEMAKER'S ASSISTANTS. THE HOMEMAKER'S ASSISTANT CARRIES ON VARIOUS RESPONSIBILITIES REQUIRED FOR MAINTAINING FAMILY LIFE IN A PLEASANT, CLEAN, AND ORDERLY HOME. SOME SPECIFIC OBJECTIVES OF THE PROGRAM ARE TO PREPARE TRAINEES - (1) TO CLEAN HOUSE, USING VARIOUS TYPES OF EQUIPMENT, (2) TO DO SIMPLE LAUNDERING, (3) TO PLAN, SHOP FOR, PREPARE, AND SERVE SIMPLE MEALS, (4) TO CARE FOR CHILDREN, AND (5) TO KEEP SIMPLE RECORDS. THE TEACHER SHOULD BE A HOME ECONOMICS GRADUATE WHO HAS TAUGHT

ADULTS AND HAS HAD PRACTICAL EXPERIENCE AS A HOMEMAKER. THE TRAINEE SHOULD BE FUNCTIONALLY LITERATE, EXPERIENCED IN HOMEMAKING, AND IN SOUND PHYSICAL AND MENTAL HEALTH. UNITS FOR THE 300-HOUR COURSE ARE - (1) ORIENTATION TO THE NATURE OF THE WORK AND DESIRABLE PERSONAL QUALITIES, (2) BASIC CLEANING AND LAUNDRY PROCEDURES, (3) PREVENTING HOME ACCIDENTS AND ASSISTING WITH HOME CARE OF THE SICK, (4) FOOD PREPARATION AND SERVING, (5) CARE OF CHILDREN DURING MOTHER'S ABSENCE, AND (6) HANDLING EMERGENCIES AND MEETING PEOPLE OUTSIDE THE FAMILY. EACH UNIT INCLUDES OBJECTIVES, BACKGROUND INFORMATION, AND REFERENCES. TEACHING SUGGESTIONS AND CRITERIA FOR JUDGING TRAINEE'S READINESS FOR EMPLOYMENT ARE INCLUDED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87008 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

ED 013 320 VT 002 273
FAMILY DINNER SERVICE SPECIALIST, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-87007
PUB DATE 64
EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *COOKS, *FOODS INSTRUCTION, *OCCUPATIONAL HOME ECONOMICS, *TEACHING GUIDES, ADULT VOCATIONAL EDUCATION, FOOD SERVICE, MDTA PROGRAMS, PROGRAM DEVELOPMENT.

THE PURPOSE OF THIS GUIDE IS TO PROVIDE RESOURCE MATERIAL TO DEVELOP A LOCAL 240-HOUR PROGRAM FOR TRAINING A FAMILY DINNER SERVICE SPECIALIST TO PREPARE AND SERVE DINNERS FOR EMPLOYED PEOPLE, RETIRED PERSONS, OR FAMILIES DESIRING SUCH SERVICE. PROGRAM OBJECTIVES INCLUDE PREPARING TRAINEES TO PLAN MENUS AND DO FAMILY SHOPPING FOR DINNERS, TO PLAN AND CARRY OUT WORK SCHEDULES, TO PREPARE FOOD USING BASIC SKILLS NECESSARY FOR A VARIETY OF COMMONLY COOKED FOODS, TO SET TABLES AND SERVE FOOD CORRECTLY, TO FOLLOW HYGIENIC PRACTICES WITH FOOD, AND TO USE SANITARY METHODS IN TAKING CARE OF DISHES AND THE KITCHEN AFTER A MEAL. INCLUDED ARE FIVE SUBJECT MATTER UNITS, WITH ADDITIONAL SUGGESTIONS FOR PLANNING THE LESSONS AND LEARNING EXPERIENCES AND EVALUATING ACHIEVEMENT. THE TEACHER SHOULD BE A HOME ECONOMICS GRADUATE WHO HAS HAD TEACHING EXPERIENCE, PREFERABLY WITH ADULTS. THE TRAINEE SHOULD HAVE HAD PRACTICAL EXPERIENCE IN HOME FOOD PREPARATION AND BE A HIGH SCHOOL GRADUATE OR EQUIVALENT. CRITERIA ARE LISTED FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT, AND REFERENCES ARE INCLUDED WITH EACH UNIT. FACILITIES MUST BE WELL-EQUIPPED FOODS LABORATORIES TO PROVIDE PRACTICAL EXPERIENCES. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87007 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

ED 013 321 VT 002 281
MEDICAL LABORATORY ASSISTANT, A SUGGESTED GUIDE FOR A TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-87017
PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$5.00 123P.

DESCRIPTORS *CURRICULUM GUIDES, *HEALTH OCCUPATIONS EDUCATION, *MEDICAL LABORATORY ASSISTANTS, *PROGRAM PLANNING, CURRICULUM, MDTA PROGRAMS, POST SECONDARY EDUCATION, PROGRAM DEVELOPMENT, TEACHING GUIDES.

INFORMATION IS GIVEN TO ASSIST IN ORGANIZING AND ADMINISTERING A TRAINING PROGRAM FOR MEDICAL LABORATORY ASSISTANTS IN A VARIETY OF SETTINGS AND TO PROVIDE GUIDANCE IN ESTABLISHING NEW PROGRAMS AND IN EVALUATING EXISTING ONES. THE MATERIAL WAS PREPARED UNDER THE DIRECTION OF THE NATIONAL COMMITTEE FOR CAREERS IN MEDICAL TECHNOLOGY. PATHOLOGISTS AND MEDICAL TECHNOLOGISTS PARTICIPATED IN THE ORGANIZATIONAL AND DEVELOPMENTAL STAGES. ALL MATERIAL WAS REVIEWED BY A REPRESENTATIVE NATIONAL GROUP OF EXPERT CONSULTANTS IN THE FIELD OF LABORATORY MEDICINE. THE 12-MONTH PROGRAM WAS DESIGNED FOR HIGH SCHOOL GRADUATES OR THEIR EQUIVALENT TO BE ADMINISTERED BY A TEACHING STAFF COMPOSED OF A NATIONAL DIRECTOR, A TEACHING SUPERVISOR, AND INSTRUCTORS. AN OUTLINE OF INFORMATIONAL MATERIAL TO BE PRESENTED IN THE CLASSROOM, LABORATORY PROCEDURES TO BE DEMONSTRATED AND THEN PERFORMED AS DIRECT EXERCISES BY THE STUDENTS, AS WELL AS RELEVANT BIBLIOGRAPHIES, AUDIOVISUAL AIDS, AND STUDY QUESTIONS ARE PRESENTED FOR THE FOLLOWING UNITS - (1) ORIENTATION TO THE CLINICAL LABORATORY, (2) BACTERIOLOGY, (3) SEROLOGY, (4) PARASITOLOGY, (5) HEMATOLOGY, (6) CLINICAL CHEMISTRY, (7) BLOOD BANKING, (8) ROUTINE ANALYSIS, AND (9) BASAL METABOLISM - ELECTROCARDIOGRAPHY. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87017 FOR 60 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 322 VT 002 361

RONEY, MAURICE W. AND OTHERS
ELECTRONIC DATA PROCESSING-I, A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM FOR COMPUTER PROGRAMERS AND BUSINESS APPLICATIONS ANALYSTS.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80024
PUB DATE JAN 66

EDRS PRICE MF-\$0.25 HC-\$2.32 56P.

DESCRIPTORS *BUSINESS EDUCATION, *CURRICULUM, *CURRICULUM GUIDES, *DATA PROCESSING, *PROGRAMERS, COMPUTERS, ELECTRONIC EQUIPMENT, TECHNICAL EDUCATION.

DESIGNED FOR USE IN PLANNING PREPARATORY PROGRAMS, THIS CURRICULUM CAN ALSO BE USEFUL IN PLANNING EXTENSION COURSES FOR EMPLOYED PERSONS. MATERIALS WERE ADAPTED FROM A GUIDE PREPARED BY ORANGE COAST COLLEGE, CALIFORNIA, UNDER A CONTRACTUAL ARRANGEMENT WITH THE U.S. OFFICE OF EDUCATION, AND REVIEWED BY A COMMITTEE COMPOSED OF

SPECIALISTS IN DATA PROCESSING, COMPUTER APPLICATIONS, AND TECHNICAL EDUCATION. HOURS REQUIRED, DESCRIPTION OF THE COURSE, OUTLINE OF MAJOR DIVISIONS, AND REFERENCES ARE GIVEN FOR THE COURSES - (1) FIRST YEAR - DATA PROCESSING MATHEMATICS I, INTRODUCTION TO BUSINESS DATA PROCESSING, ELECTRONIC ACCOUNTING MACHINES, ACCOUNTING I, COMMUNICATIONS SKILLS I, DATA PROCESSING MATHEMATICS II, DATA PROCESSING APPLICATIONS, COMPUTER PROGRAMING I, ACCOUNTING II, AND COMMUNICATION SKILLS II, AND (2) SECOND YEAR - COMPUTER PROGRAMING II, PROGRAMING SYSTEMS, STATISTICS, BUSINESS ORGANIZATION, COST ACCOUNTING, BUSINESS SYSTEMS DESIGN AND DEVELOPMENT, ADVANCED PROGRAMING SYSTEMS, DATA PROCESSING FIELD PROJECT, AND SOCIAL SCIENCES. THE TEACHER SHOULD HAVE TECHNICAL COMPETENCE, BUSINESS EXPERIENCE, AND PROFESSIONAL TRAINING IN EDUCATIONAL PROCESSES. STUDENTS SHOULD HAVE DEMONSTRATED COMPETENCE IN HIGH SCHOOL MATHEMATICS. THE APPENDIX INCLUDES A BIBLIOGRAPHY, A LIST OF AUDIOVISUAL AIDS, AND LABORATORY LAYOUTS. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80024 FOR 40 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 323 VT 002 413

CLOTHING MAINTENANCE SPECIALIST, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-87005
PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *CLOTHING INSTRUCTION, *CLOTHING MAINTENANCE SPECIALISTS, *OCCUPATIONAL HOME ECONOMICS, *TEACHING GUIDES, MDTA PROGRAMS, POST SECONDARY EDUCATION, PROGRAM DEVELOPMENT, TEXTILES INSTRUCTION.

ALTHOUGH THIS GUIDE PROVIDES RESOURCE MATERIALS FOR DEVELOPMENT OF A PROGRAM FOR THE TRAINING OF CLOTHING MAINTENANCE SPECIALISTS, THE TEACHER WILL NEED TO ADAPT IT TO THE NEEDS AND EXPERIENCES OF HER TRAINEES AND TO THE LOCAL COMMUNITY. UNDER THE EMPLOYER'S SUPERVISION, THE CLOTHING MAINTENANCE SPECIALIST ALTERS, CLEANS, PRESSES, REPAIRS, AND STORES CLOTHING OF FAMILIES AND INDIVIDUALS. THE OBJECTIVES OF THE PROGRAM INCLUDE PREPARING TRAINEES TO - (1) DETERMINE THE REPAIR, ALTERATION, OR CLEANING NEEDED BY A GARMENT, (2) USE JUDGMENT AND MANIPULATIVE SKILLS IN VARIOUS CLOTHING MAINTENANCE PROCEDURES, (3) PACK CLOTHING FOR STORAGE OR TRAVEL, AND (4) PRACTICE RULES OF SAFETY. A COURSE OF 180 HOURS WITH FIVE BASIC UNITS IS SUGGESTED. SUGGESTIONS ARE GIVEN FOR PLANNING THE LEARNING EXPERIENCES, EVALUATING ACHIEVEMENT, AND PLANNING TEACHING FACILITIES. THE TEACHER SHOULD HAVE HAD SOME COLLEGE-LEVEL INSTRUCTION IN CLOTHING CONSTRUCTION, ALTERATIONS, UPKEEP, TEXTILES, CONSUMER BUYING, AND EXPERIENCE IN WORKING WITH ADULTS. THE TRAINEE SHOULD BE A HIGH SCHOOL GRADUATE WHO IS INTERESTED IN CLOTHING AND STYLES AND WHO HAS

HAD SOME EXPERIENCE IN HIGH SCHOOL OR ADULT CLOTHING CLASSES. REFERENCES AND CRITERIA FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT ARE LISTED. A WELL-EQUIPPED CLOTHING LABORATORY AS WELL AS COMMUNITY RESOURCES ARE REQUIRED FOR A SUCCESSFUL COURSE. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87005 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

ED 013 324 VT 002 415

HOTEL AND MOTEL HOUSEKEEPING AIDE, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-87003
PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *MAIDS, *OCCUPATIONAL HOME ECONOMICS, *TEACHING GUIDES, ADULT VOCATIONAL EDUCATION, HOTELS, MDTA PROGRAMS, PROGRAM DEVELOPMENT.

A LOCAL TRAINING PROGRAM TO PREPARE HOTEL AND MOTEL HOUSEKEEPING AIDES CAN BE DEVELOPED FROM RESOURCE MATERIAL IN THIS GUIDE. PROGRAM OBJECTIVES ARE TO PREPARE TRAINEES TO PERFORM THE JOBS INVOLVED IN KEEPING HOTEL OR MOTEL ROOMS CLEAN, TO FOLLOW CORRECT PROCEDURES IN USING EQUIPMENT AND SUPPLIES REQUIRED IN CARING FOR BEDROOMS AND BATHROOMS, AND TO USE OTHER SKILLS NEEDED IN CHECKING ROOMS FOR CUSTOMER READINESS. THE COURSE IS SUGGESTED FOR 60 HOURS WITH UNITS PLANNED TO MEET THE PROGRAM OBJECTIVES. SUGGESTIONS ARE INCLUDED FOR PLANNING EXPERIENCES, EVALUATING ACHIEVEMENT, AND ACQUIRING FACILITIES. THE TEACHER SHOULD HAVE A HIGH SCHOOL EDUCATION OR MORE AND HAVE SOME ABILITY TO TEACH. THE TRAINEE SHOULD BE FUNCTIONALLY LITERATE, IN GOOD HEALTH, AND ABLE TO WORK UNDER SUPERVISION. CRITERIA FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT ARE LISTED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87003 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

ED 013 325 VT 002 418

PETERSON, CLARENCE E.
ELECTRONIC DATA PROCESSING IN ENGINEERING, SCIENCE, AND BUSINESS. SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80030

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$1.72 41P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *DATA PROCESSING, *JOB ANALYSIS, *OCCUPATIONAL INFORMATION, *PROGRAMERS, BUSINESS EDUCATION, CURRICULUM PLANNING, EDUCATIONAL NEEDS, ELECTRONIC EQUIPMENT, OCCUPATIONAL CLUSTERS, TECHNICAL EDUCATION.

INFORMATION IS PROVIDED TO HELP THE STATES ORGANIZE AND OPERATE PROGRAMS UNDER TITLE VIII OF THE NATIONAL DEFENSE EDUCATION ACT OF

1958. IT EXPLAINS HOW BASIC OCCUPATIONAL INFORMATION RESULTING FROM JOB ANALYSIS IS USED TO DETERMINE RELATIONSHIPS AMONG JOBS IN ELECTRONIC DATA PROCESSING, THE TECHNICAL KNOWLEDGE REQUIRED FOR SUCCESSFUL JOB PERFORMANCE, AND HOW SUCH INFORMATION IS THEN USED TO ESTABLISH THE COURSES OF STUDY REQUIRED TO PREPARE STUDENTS FOR A CLUSTER OF CLOSELY RELATED JOBS OR FOR A SPECIFIC JOB WITHIN A CLUSTER. HISTORICAL BACKGROUND, THE FUTURE OF DATA PROCESSING, THE FIELDS OF WORK, AND THE RELATIONSHIPS BETWEEN JOBS ARE DISCUSSED. JOB DESCRIPTIONS ARE INCLUDED FOR THE COMPUTING ANALYST, BUSINESS DATA PROCESSING PROGRAMMER, AND SYSTEMS ANALYST. A TRAINING REQUIREMENTS ANALYSIS FORM ILLUSTRATES METHOD FOR RECORDING KNOWLEDGE AND ABILITY REQUIRED FOR EACH OCCUPATION. STEPS ARE GIVEN FOR CURRICULUM CONSTRUCTION IN TECHNICAL EDUCATION WITH SPECIAL REQUIREMENTS FOR POST-HIGH SCHOOL TECHNICAL CURRICULUMS. THE APPENDIX INCLUDES A LIST OF BUSINESS COURSES, DATA PROCESSING COURSES, MATHEMATICS COURSES, SCIENCE COURSES, AND A SAMPLE CURRICULUM OUTLINE. REFERENCE MATERIALS ARE LISTED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80030 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 326

VT 002 419

COCKRUM, JAMES L.

THE PREPARATION OF OCCUPATIONAL INSTRUCTORS, A SUGGESTED COURSE GUIDE. OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80042

PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$7.44 184P.

DESCRIPTORS *TEACHER EDUCATION, *TEACHING GUIDES, *TEACHING METHODS, *TEACHING TECHNIQUES, *TRADE AND INDUSTRIAL EDUCATION,

LESSON PLANS, GUIDES, AND HANDOUT SHEETS ARE CONTAINED IN THIS MANUAL FOR USE BY VOCATIONAL TEACHER TRAINERS IN PREPARING OCCUPATIONALLY COMPETENT INDIVIDUALS FOR TEACHING VOCATIONAL SUBJECTS. IT WAS WRITTEN BY AN INDIVIDUAL, UNDER THE DIRECTION OF TEACHER EDUCATORS, PURSUANT TO A U.S. OFFICE OF EDUCATION (USOE) GRANT. THE CONTENT TREATS TEACHING, LEARNING, EVALUATION, TESTING, ORGANIZATION, AND MANAGEMENT BY MEANS OF LESSON PLANS, INSTRUCTOR'S GUIDE SHEETS, HANDOUT SHEETS, AND SAMPLE SHEETS. FOUR-STEP LESSONS ON SPECIFIC SUBJECTS ARE ALTERNATED WITH THE TEACHING DEMONSTRATIONS, PERMITTING STUDENTS TO APPLY WHAT THEY HAVE LEARNED AS THE COURSE PROCEEDS. IT IS RECOMMENDED FOR A CLASS OF TEN AND SHOULD REQUIRE 20 HOURS, ALLOWING FOR ONE 30-MINUTE DEMONSTRATION BY EACH STUDENT. TEACHER EDUCATORS SHOULD FAMILIARIZE THEMSELVES WITH THE MANUAL IN A WORKSHOP OR TRAINING INSTITUTE. IT WAS PREPARED FOR USE WITH OCCUPATIONAL INSTRUCTORS WHO MUST TEACH WITH A MINIMUM OF PREPARATION. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80042 FOR \$1.25 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ED 013 327

VT 002 421

PETERSON, CLARENCE E.

ELECTRICAL AND ELECTRONIC TECHNOLOGIES, JOB DESCRIPTIONS AND SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL EDUCATION PROGRAMS.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80004

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.76 42P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *ELECTRONIC TECHNICIANS, *JOB ANALYSIS, *OCCUPATIONAL INFORMATION, ADULT VOCATIONAL EDUCATION, CURRICULUM PLANNING, EDUCATIONAL NEEDS, ELECTRICITY, ELECTRONICS, OCCUPATIONAL CLUSTERS, TECHNICAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION.

THE PURPOSE OF THIS REPORT IS TO HELP THE STATES ORGANIZE AND OPERATE PROGRAMS UNDER TITLE VIII OF THE NATIONAL DEFENSE EDUCATION ACT, P.L. 85-864. THE BASIC OCCUPATIONAL INFORMATION RESULTING FROM UP-TO-DATE JOB ANALYSIS STUDIES IS USED TO DETERMINE RELATIONSHIPS BETWEEN JOBS AND TO IDENTIFY THE SKILLS AND ABILITIES REQUIRED FOR SUCCESSFUL JOB PERFORMANCE IN THE ELECTRICAL AND ELECTRONIC TECHNICIAN OCCUPATIONS. THIS INFORMATION CAN BE USED TO ESTABLISH A WELL-BALANCED AND INTEGRATED COURSE OF STUDY TO PREPARE STUDENTS FOR A CLUSTER OF CLOSELY RELATED JOBS OR FOR A SPECIFIC OCCUPATION WITHIN THE CLUSTER. TOPICS INCLUDED ARE - (1) THE FIELDS OF WORK, (2) JOB RELATIONSHIPS, (3) JOB DESCRIPTIONS, (4) TRAINING REQUIREMENTS, AND (5) DEVELOPING THE CURRICULUM. A TRAINING REQUIREMENTS ANALYSIS FORM ILLUSTRATES THE METHOD FOR RECORDING KNOWLEDGE AND ABILITY REQUIRED FOR EACH OCCUPATION. A LIST OF REFERENCE MATERIALS FOR DETERMINING JOB DESCRIPTIONS AND JOB RELATIONSHIPS IS PROVIDED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80004 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (HC)

ED 013 328

VT 002 515

KNOEBEL, ROBERT M.

CHEMICAL TECHNOLOGY, A SUGGESTED 2-YEAR POST-HIGH SCHOOL CURRICULUM.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80031

PUB DATE 64

EDRS PRICE MF-\$0.75 HC-\$5.20 128P.

DESCRIPTORS *CHEMICAL TECHNICIANS, *CURRICULUM GUIDES, *TECHNICAL EDUCATION, BIBLIOGRAPHIES, CHEMICAL TECHNOLOGY, EDUCATIONAL FACILITIES, PROGRAM DEVELOPMENT.

THE PURPOSE OF THIS CURRICULUM GUIDE IS TO HELP ADMINISTRATORS, SUPERVISORS, AND TEACHERS PLAN, DEVELOP, AND EVALUATE PROGRAMS. BOTH THE BASIC MATERIALS, BY AN INDIVIDUAL FOR THE CONNECTICUT STATE DEPARTMENT OF EDUCATION, AND THE INFORMATION ON FACILITIES AND COST, BY AN INDIVIDUAL, WERE PREPARED

PURSUANT TO U.S. OFFICE OF EDUCATION (USOE) CONTRACTS. THE FINAL DRAFT WAS PREPARED BY USOE PERSONNEL. THE GUIDE CONTAINS GENERAL REQUIREMENTS (PROGRAM), THE CURRICULUM, COURSE OUTLINES, LIBRARY FACILITIES, LABORATORIES AND PHYSICAL FACILITIES FOR TEACHING CHEMISTRY, AND A BIBLIOGRAPHY. THE COURSE OUTLINES INCLUDE HOURS REQUIRED, DESCRIPTION (COURSE), MAJOR DIVISIONS (OUTLINE), LABORATORY (TIME AND EXPERIMENTS), TEXTS AND REFERENCES, AND VISUAL AIDS. TEACHERS SHOULD BE TECHNICALLY COMPETENT AND HAVE INDUSTRIAL EXPERIENCE. STUDENTS SHOULD - (1) BE PROFICIENT IN MATHEMATICS, BASIC PHYSICS, AND CHEMISTRY, (2) UNDERSTAND MATERIALS AND PROCESSES, (3) HAVE AN EXTENSIVE KNOWLEDGE OF CHEMICAL APPARATUS, AND (4) HAVE WELL-DEVELOPED COMMUNICATIONS SKILLS. ILLUSTRATIONS OF EQUIPMENT AND REPRESENTATIVE STUDENT EQUIPMENT LISTS ARE GIVEN. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.280-80031 FOR 75 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ED 013 329

VT 002 782

A BASIC PLAN FOR THE ORGANIZATION AND MANAGEMENT OF INSTRUCTION IN VOCATIONAL RADIO AND TELEVISION.

MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROMEDRS. 49P.

DESCRIPTORS *CURRICULUM GUIDES, *RADIO, *TELEVISION, *TELEVISION REPAIRMEN, *TRADE AND INDUSTRIAL EDUCATION, ELECTRONICS, GRADE 11, GRADE 12.

DESIGNED BY A CURRICULUM COMMITTEE OF INSTRUCTORS AND TRADESMEN, THIS CURRICULUM GUIDE WAS PREPARED AFTER AN ANALYSIS OF THE TRADE BY DEFINING BLOCKS OF KNOWLEDGE, OPERATIONS, ON-THE-JOB ACTIVITIES, INFORMATIONAL UNITS, EQUIPMENT, TOOLS, AND SUPPLIES NECESSARY FOR TRAINING. THE GUIDE IS FOR USE AS A STARTING POINT FOR PLANNING, PREPARING, PRESENTING, AND EVALUATING INSTRUCTION. THE INSTRUCTIONAL BLOCKS OF - (1) FUNDAMENTALS OF ELECTRONICS, (2) RADIO, (3) BLACK AND WHITE TELEVISION, AND (4) COLOR TELEVISION ARE INTENDED TO HELP THE TRAINEE DEVELOP KNOWLEDGE AND SKILLS NEEDED AT THE BEGINNER'S LEVEL AS A RADIO-TELEVISION REPAIRMAN. AN ANALYSIS OF OPERATIONS COMMON TO ALL INSTRUCTIONAL BLOCKS AND SUGGESTED JOBS AND RELATED SUBJECT MATTER FOR INDIVIDUAL BLOCKS ARE LISTED IN OUTLINE FORM. THE MATERIAL IS DESIGNED TO BE DEVELOPED INTO A 1,080-HOUR COURSE OF GROUP, SUBGROUP, AND INDIVIDUAL INSTRUCTION TAUGHT BY A TRADE INSTRUCTOR TO GRADE 11 AND GRADE 12 STUDENTS WHO HAVE MADE A VOCATIONAL COMMITMENT TO THE ELECTRONICS, RADIO, AND TELEVISION TRADE. THE STUDENTS SHOULD HAVE A GENERAL MECHANICAL AND ELECTRICAL APTITUDE AND HAVE HAD A COURSE IN GENERAL MATHEMATICS OR ALGEBRA. A LIST OF NECESSARY TRAINING EQUIPMENT IS PROVIDED. THE BIBLIOGRAPHY INCLUDES RECOMMENDED TEXTS AND SUGGESTED REFERENCES.

THIS DOCUMENT IS AVAILABLE FOR \$1.00 FROM CURRICULUM LABORATORY, BOX NU, STATE COLLEGE, MISSISSIPPI 39762. (HC)

ED 013 330

VT 002 786

SPARKS, MAVIS C.
GENERAL BUSINESS UNIT, THE INFLUENCE OF AUTOMATION ON BUSINESS AND PERSONAL LIFE.
KENTUCKY UNIV., LEXINGTON, COLL. OF EDUCATION
REPORT NUMBER BOE-GEN-BUS-1
PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *AUTOMATION, *BUSINESS EDUCATION, *UNITS OF STUDY (SUBJECT FIELDS), CURRICULUM GUIDES, HIGH SCHOOLS,

DEVELOPED BY A SPECIALIST IN BUSINESS AND OFFICE EDUCATION, THIS 6- TO 10-CLASS PERIOD UNIT IS FOR USE IN A HIGH SCHOOL BUSINESS EDUCATION COURSE. THE TEACHING OBJECTIVE IS TO DEVELOP AN UNDERSTANDING OF THE BASIC PRINCIPLES, THE SOCIAL AND ECONOMIC IMPLICATIONS, AND THE OCCUPATIONAL OPPORTUNITIES IMPORTANT IN AUTOMATION AND TECHNOLOGICAL CHANGE. SUGGESTED CONTENT, TEACHING-LEARNING ACTIVITIES, AND SUGGESTED REFERENCES ARE GIVEN FOR THE FOLLOWING SECTIONS - (1) UNDERSTANDING WHAT AUTOMATION IS AND HOW IT INFLUENCES OUR DAILY LIVES, (2) TRACING THE HISTORICAL DEVELOPMENT OF AUTOMATION AND DATA PROCESSING, (3) UNDERSTANDING THE SOCIAL AND ECONOMIC IMPLICATIONS OF AUTOMATION AND TECHNOLOGICAL CHANGE (ITS INFLUENCE ON JOB LIFE AND WORKER EMPLOYABILITY), (4) BECOMING AWARE OF THE JOBS SPECIFICALLY RELATED TO AUTOMATION, AND (5) UNDERSTANDING THE BASIS OF THE ELECTRONIC COMPUTER AND PUNCHED-CARD EQUIPMENT. (PS)

ED 013 331

VT 002 789

A HANDBOOK FOR COORDINATORS OF PART-TIME COOPERATIVE TRAINING PROGRAMS IN TRADE AND INDUSTRIAL EDUCATION.

MISSISSIPPI STATE UNIV., STATE COLLEGE

PUB DATE 64

EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. 191P.

DESCRIPTORS *COOPERATIVE EDUCATION, *COORDINATORS, *PROGRAM GUIDES, *TRADE AND INDUSTRIAL EDUCATION, EMPLOYERS, EVALUATION TECHNIQUES, HIGH SCHOOLS, PROGRAM DEVELOPMENT, RECORDS (FORMS), STUDENT EVALUATION, STUDENT PLACEMENT, TEACHING TECHNIQUES.

AS A SOURCE OF TECHNICAL INFORMATION, THIS HANDBOOK IS TO BE USED BY PROFESSIONALLY EDUCATED LOCAL COORDINATORS IN THE DEVELOPMENT AND OPERATION OF PROGRAMS IN SECONDARY SCHOOLS. THE ORIGINAL MATERIAL WAS DEVELOPED IN 1948 BY 26 COORDINATORS. IT WAS REVISED BY TRADE AND INDUSTRIAL EDUCATION TEACHER TRAINERS, COORDINATORS, AND STATE SUPERVISORY PERSONNEL IN 1964 AND 1968. SECTION ONE INCLUDES A SUMMARY OF MISSISSIPPI STATE PLAN, REPORT FORMS, LEGAL MATERIAL, AND OTHER INFORMATION NECESSARY FOR THE ADMINISTRATION AND OPERATION OF THE PROGRAMS. THE AREAS OF

RESPONSIBILITIES AND DUTIES OF THE COORDINATOR AS THEY RELATE TO THE STUDENT, EMPLOYER, SCHOOL ADMINISTRATOR, PARENTS, AND THE COMMUNITY ARE DISCUSSED. SECTION TWO CONTAINS METHODS AND TECHNIQUES FOR CONDUCTING CLASSES IN DIRECTLY AND INDIRECTLY RELATED SUBJECTS, FOR CORRELATING CLASS INSTRUCTION WITH JOB EXPERIENCES, AND FOR EVALUATING THE STUDENT AND THE PROGRAM. INFORMATION ON SECURING AND USING REFERENCE MATERIALS, SUPPLIES, AND INSTRUCTIONAL AIDS, AND SUGGESTIONS FOR THE SELECTION AND LAYOUT OF THE NECESSARY PHYSICAL FACILITIES ARE GIVEN. THE DOCUMENT IS MIMEOGRAPHED. THIS DOCUMENT IS AVAILABLE FOR \$4.00 FROM CURRICULUM LABORATORY, BOX NU, STATE COLLEGE, MISSISSIPPI 39762. (HC)

ED 013 332

VT 002 797

WOODIN, RALPH

SUPERVISING OCCUPATIONAL EXPERIENCE IN BUSINESS EDUCATION, A REPORT OF A WORKSHOP ON SUPERVISING OCCUPATIONAL EXPERIENCE IN BUSINESS EDUCATION (NEW MEXICO STATE UNIVERSITY, CARLSBAD BRANCH, AUGUST 8-24, 1966). NEW MEXICO OCCUPATIONAL RES. AND DEV. COOR. UNIT

PUB DATE OCT 66

EDRS PRICE MF-\$0.50 HC-\$3.20 78P.

DESCRIPTORS *COOPERATIVE EDUCATION, *OFFICE OCCUPATIONS EDUCATION, *PROGRAM DEVELOPMENT, *PROGRAM PLANNING, ADMISSION CRITERIA, ADULT VOCATIONAL EDUCATION, ADVISORY COMMITTEES, CURRICULUM DEVELOPMENT, EMPLOYERS, HIGH SCHOOLS, INSTRUCTOR COORDINATORS, OCCUPATIONAL GUIDANCE, OCCUPATIONAL SURVEYS, PROGRAM EVALUATION, PUBLIC RELATIONS, STUDENT EVALUATION, SUPERVISION, WORKSHOPS.

THE IDEAS AND SUGGESTIONS OF 17 NEW MEXICO VOCATIONAL EDUCATION TEACHERS FOR DEVELOPING OCCUPATIONAL EXPERIENCE PROGRAMS IN BUSINESS EDUCATION ARE PRESENTED. WORKING AS SIX COMMITTEES, THE GROUP PRODUCED REPORTS ON (1) IMPORTANCE OF OCCUPATIONAL WORK-EXPERIENCE, (2) COOPERATIVE VOCATIONAL EDUCATION PROGRAMS FOR HIGH SCHOOL STUDENTS, (3) TYPES OF OCCUPATIONAL WORK-EXPERIENCE FOR COOPERATIVE OFFICE EDUCATION PROGRAMS, (4) MAKING COMMUNITY SURVEYS, (5) PUBLIC RELATIONS, (6) INITIAL STUDENT SELECTION, (7) ORGANIZING AND USING ADVISORY COUNCILS, (8) SECURING ADMINISTRATIVE ASSISTANCE AND DEVELOPING LOCAL POLICIES, (9) ROLE OF THE TEACHER-COORDINATOR IN GUIDANCE FOR CAREER SELECTION, (10) THE SELECTION AND ESTABLISHMENT OF TRAINING STATIONS, (11) SUPERVISION OF THE STUDENT ON THE JOB, (12) DEVELOPMENT OF COURSES OF STUDY, (13) RELATED IN-SCHOOL INSTRUCTION FOR COOPERATIVE EDUCATION, (14) THE EVALUATION OF STUDENT ACHIEVEMENT, (15) CONTINUING EDUCATION, AND (16) EVALUATING THE TOTAL PROGRAM. (PS)

ED 013 333

VT 002 934

MENTAL NURSING. LESSON PLANS PREPARED BY PRACTICAL NURSING INSTRUCTORS FOLLOWING JOINT CONFERENCE HELD AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE.

TENNESSEE STATE BOARD FOR VOC. EDUC., MURFREESBORO

PUB DATE 66

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 40P.

DESCRIPTORS *CURRICULUM GUIDES, *HEALTH OCCUPATIONS EDUCATION, *MENTAL ILLNESS, *PRACTICAL NURSES, *UNITS OF STUDY (SUBJECT FIELDS), NURSING, PSYCHIATRIC HOSPITALS.

THE LESSON PLANS FOR A UNIT ON MENTAL NURSING IN THE PRACTICAL NURSE EDUCATION PROGRAM WERE DEVELOPED BY A GROUP OF REGISTERED NURSES HOLDING TENNESSEE TEACHING CERTIFICATES. STUDENTS SELECTED FOR THE PROGRAM SHOULD BE HIGH SCHOOL GRADUATES OR EQUIVALENT. THE LESSONS DESIGNED FOR USE BY A REGISTERED NURSE CERTIFIED FOR TEACHING GIVE OBJECTIVES, REFERENCES, MATERIALS, INSTRUCTIONAL AIDS, OUTLINE OF PERTINENT MATERIAL TO BE PRESENTED, KEY POINTS TO DO OR SAY, TEST, AND SUMMARY. LESSONS ARE - (1) INTRODUCTION TO PSYCHIATRIC NURSING, (2) THE MENTAL HOSPITAL, (3) BASIC CONCEPTS OF A THERAPEUTIC, (4) OBSERVATION AND RECORDING, (5) THE NEW ADMISSION, (6) THE WITHDRAWN PATIENT, THE UNDERACTIVE PATIENT, (7) THE SUSPICIOUS PATIENT, THE WORRYING PATIENT, (8) SECURITY MEASURES IN A PSYCHIATRIC HOSPITAL, (9) TYPES OF MENTAL DISEASES, (10) TYPES OF THERAPY, AND (11) REHABILITATION OF THE MENTALLY ILL PATIENT. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM VOCATIONAL CURRICULUM LABORATORY, BOX 1114, MURFREESBORO, TENNESSEE 37130. (PS)

ED 013 334

VT 003 002

BUSINESS TRAINING COURSE, FULL-KEYBOARD ADDING-LISTING MACHINE.

LOUISIANA ST. VOCAT. CURRICULUM DEV. AND RES. CTR.

PUB DATE 63

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 43P.

DESCRIPTORS *OFFICE MACHINES, *OFFICE OCCUPATIONS EDUCATION, *STUDY GUIDES, POST SECONDARY EDUCATION.

THIS POST-SECONDARY PREPARATORY COURSE IS DESIGNED TO DEVELOP A HIGH DEGREE OF ABILITY IN OPERATING THE FULL-KEYBOARD ADDING MACHINE. TWENTY JOB SHEETS PROVIDE INSTRUCTIONS AND NUMBERED SPACES FOR RECORDING ANSWERS TO ASSIGNED PROBLEMS. THE REFERENCE IS "FULL-KEYBOARD ADDING-LISTING MACHINE COURSE," THIRD EDITION, BY AGNEW AND PASEWARK, SOUTH-WESTERN PUBLISHING COMPANY, CINCINNATI 27, OHIO. THE MATERIAL WAS DEVELOPED BY A COMMITTEE OF TEACHERS AT THE STATE LEVEL. THIS DOCUMENT IS AVAILABLE IN SINGLE COPY ONLY FOR \$2.00 FROM VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, P.O. BOX 657, NATCHITOCHES, LOUISIANA 71457. (PS)

ED 013 335

VT 003 124

JURIST, RODNEY G.

THE CURRICULUM FOR A MODEL BUSINESS EDUCATION PROGRAM.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON

PUB DATE JUN 67

EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. 168P.

DESCRIPTORS *BUSINESS EDUCATION, *CURRICULUM, *DEMONSTRATION PROGRAMS, COLLEGES, COOPERATIVE EDUCATION, CURRICULUM PLANNING, DISTRIBUTIVE EDUCATION, GUIDELINES, HIGH SCHOOLS, INSTRUCTOR COORDINATORS, NEW JERSEY, PROGRAM PLANNING, QUESTIONNAIRES, SLOW LEARNERS, SMALL SCHOOLS.

THE PURPOSE OF THIS STUDY WAS TO ESTABLISH A 4-YEAR BUSINESS AND DISTRIBUTIVE EDUCATION CURRICULUM TO SERVE AS A GUIDE FOR IMPLEMENTING AND IMPROVING PROGRAMS IN THE STATE. THE MATERIAL WAS DEVELOPED BY STATE BUSINESS EDUCATION SUPERVISORS AND TRIAL TESTED AMONG BUSINESS EDUCATION COORDINATORS AND TEACHERS AND IN SEMINARS. BASED ON 26 STATEMENTS OF CRITERIA FOR A CURRICULUM IN A MODEL BUSINESS EDUCATION PROGRAM, SUBJECT SEQUENCES FOR HIGH SCHOOLS WITH AND WITHOUT OUT-OF-SCHOOL WORK PROGRAMS WERE DEVELOPED. WORK EXPERIENCE PROGRAMS, EXPLORATORY AND CAREER PROGRAMS, AND PROGRAMS FOR SMALL HIGH SCHOOLS, THE SLOW LEARNERS, AND COLLEGE STUDENTS ARE DESCRIBED. SAMPLE QUESTIONNAIRES FOR USE IN PLANNING PROGRAMS, AND REPORT FORMS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$1.50 FROM VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903. (PS)

ED 013 336 VT 003 696
ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 67

EDRS PRICE MF-\$1.00 HC-\$8.44 209P.

DESCRIPTORS *BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CLEARINGHOUSES, INDEXES (LOCATORS), INFORMATION DISSEMINATION, RESOURCE MATERIALS.

*THIS FIRST ISSUE OF A QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF DOCUMENTS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT CONTAINS ABSTRACTS OF RESEARCH AND OTHER MATERIALS WHICH ARE USEFUL TO RESEARCHERS, SUPERVISORS, TEACHER EDUCATORS, EDUCATION SPECIALISTS, ADMINISTRATORS, TEACHERS, AND OTHERS WHO HAVE AN INTEREST IN VOCATIONAL AND TECHNICAL EDUCATION. THE ABSTRACTS ARE ORGANIZED BY TOPICAL GROUPINGS - (1) ADMINISTRATION AND SUPERVISION, (2) CURRICULUM, (3) EMPLOYMENT AND OCCUPATIONS, (4) EVALUATION AND MEASUREMENTS, (5) FACILITIES AND EQUIPMENT, (6) HISTORY, (7) INDIVIDUALS WITH SPECIAL

NEEDS, (8) INNOVATIVE CONCEPTS AND EXPERIMENTAL PROGRAMS, (9) INSTRUCTIONAL DEVICES AND MATERIALS, (10) PHILOSOPHY AND OBJECTIVES, (11) RESEARCH DESIGN AND RESEARCH DEVELOPMENT, (12) STUDENTS, (13) TEACHER EDUCATION, (14) TEACHING AND LEARNING, (15) TEACHERS, AND (16) OTHER RESOURCES. INDEXES PROVIDE AN APPROACH TO THE ABSTRACTS BY (1) PERSONAL AND INSTITUTIONAL AUTHORS, (2) DOCUMENT ACCESSION NUMBER WITH A TABLE SHOWING ED NUMBERS FOR DOCUMENTS AVAILABLE THROUGH THE ERIC DOCUMENT REPRODUCTION SERVICE, (3) VOCATIONAL AND SUPPORTING SERVICES, AND (4) SUBJECTS. THE PUBLICATION DATES OF THE MATERIALS ARE FROM 1962 TO 1967. (HC)

ED 013 337 VT 003 884
ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, FALL 1967.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 67

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DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, CLEARINGHOUSES, DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS EDUCATION, HOME ECONOMICS EDUCATION, INDEXES (LOCATORS), INDUSTRIAL ARTS, TRADE AND INDUSTRIAL EDUCATION.

THIS QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF INSTRUCTIONAL MATERIALS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT SHOULD BE OF PARTICULAR INTEREST TO TEACHERS, CURRICULUM SPECIALISTS, SUPERVISORS, AND ADMINISTRATORS INVOLVED IN CURRICULUM DEVELOPMENT OR THE USE OF INSTRUCTIONAL MATERIALS IN THE TEACHING-LEARNING SETTING. EACH ABSTRACT, A CONDENSATION OF THE REPORT IN ABOUT 200 WORDS, USUALLY INCLUDES THE MEANS USED TO DEVELOP THE MATERIAL, THE SETTING FOR USE OF THE MATERIAL, AND SOURCE OF AVAILABLE COPIES. ABSTRACTS ARE INCLUDED UNDER THE FOLLOWING SECTIONS - AGRICULTURAL, BUSINESS AND OFFICE, DISTRIBUTIVE, HEALTH OCCUPATIONS, HOME ECONOMICS, INDUSTRIAL ARTS, TRADE AND INDUSTRIAL, AND GENERAL VOCATIONAL AND TECHNICAL EDUCATION. AN AUTHOR INDEX, DOCUMENT NUMBER INDEX, AND SUBJECT INDEX ARE PROVIDED. THE DOCUMENTS DESCRIBED ARE AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE, THE CLEARINGHOUSE FOR VOCATIONAL AND TECHNICAL EDUCATION, OR THE SOURCE SHOWN AT THE END OF EACH ABSTRACT. (PS)

ED 013 338 VT 004 437
MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, FALL 1967.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 67

EDRS PRICE MF-\$25.00 HC NOT AVAILABLE FROM EDRS 6,232P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CLEARINGHOUSES, INDEXES (LOCATORS), RESOURCE MATERIALS.

DOCUMENTS ANNOUNCED IN THE FALL 1967 ISSUE (VT 003 696) OF "ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION" (ARM), WITH MINOR EXCEPTIONS, ARE INCLUDED IN THIS MICROFICHE SET. THE MICROFICHE SET IS ARRANGED IN THE FOLLOWING SEQUENCE - (1) A VOCATIONAL TECHNICAL (VT) NUMBER INDEX TO DOCUMENTS IN THE MICROFICHE COLLECTION, (2) A VT LIST OF DOCUMENTS WHICH WERE LISTED IN ARM BUT ARE NOT IN THE MICROFICHE COLLECTION, (3) THE AUTHOR INDEX, THE VOCATIONAL AND SUPPORTING SERVICES INDEX, AND THE SUBJECT INDEX FROM ARM, AND (4) THE FULL TEXT OF DOCUMENTS LISTED IN THE VT NUMBER INDEX. THE TEXTS ARE FILMED CONTINUOUSLY IN VT NUMBER SEQUENCE. (BS)

ED 013 339 VT 004 438
MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, FALL 1967.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

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DESCRIPTORS *INSTRUCTIONAL MATERIALS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, CLEARINGHOUSES, DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS EDUCATION, HOME ECONOMICS EDUCATION, INDEXES (LOCATORS), INDUSTRIAL ARTS, TRADE AND INDUSTRIAL EDUCATION.

DOCUMENTS ANNOUNCED IN THE FALL 1967 ISSUE (VT 003 884) OF "ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION" (AIM), WITH MINOR EXCEPTIONS, ARE INCLUDED IN THIS MICROFICHE SET. THE MICROFICHE SET IS ARRANGED IN THE FOLLOWING SEQUENCE - (1) A VOCATIONAL TECHNICAL (VT) NUMBER INDEX TO DOCUMENTS IN THE MICROFICHE COLLECTION, (2) A VT LIST OF DOCUMENTS WHICH WERE LISTED IN AIM BUT ARE NOT IN THE MICROFICHE COLLECTION, (3) THE AUTHOR AND SUBJECT INDEX FROM AIM, AND (4) THE FULL TEXT OF DOCUMENTS LISTED IN THE VT NUMBER INDEX. THE TEXTS ARE FILMED CONTINUOUSLY IN VT NUMBER SEQUENCE. (BS)

subject index

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AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
CRP-234 ED 000 000

Accession Number



ABILITY IDENTIFICATION

COLLEGE AND UNIVERSITY POTENTIAL OF SELECTED JUNIOR COLLEGE STUDENTS.

ED 013 103

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NORMAL VISION. FINAL REPORT.,A

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ED 013 084

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STATE UNIV. OF N.Y., ITHACA
COLL. OF AGRICULTURE AT CORNELL UNIVERSITY (CORNELL UNIV., ITHACA, N.Y., COLL. OF AGRICULTURE)
STUDY OF FIRST-YEAR 4-H CLUB LEADERS IN NEW YORK STATE--TENURE, CHARACTERISTICS OF LEADERS AND EVALUATION OF JOB PERFORMANCE BY 4-H AGENTS.
EXT-STUD-12-AND-SUPPL ED 012 845

STUDY OF THE INNOVATIVE ASPECTS OF EMERGING OFF-FARM AGRICULTURAL PROGRAMS AT THE SECONDARY LEVEL AND THE ARTICULATION OF SUCH PROGRAMS WITH TECHNICAL COLLEGE CURRICULUM IN AGRICULTURE, A
BR-5-0043-2 ED 012 792

STATE UNIV. OF N.Y., ITHACA
COLL. OF HOME ECONOMICS AT CORNELL UNIV. (CORNELL UNIV., ITHACA, N.Y., COLL. OF HOME ECON.)
STUDY OF FIRST-YEAR 4-H CLUB LEADERS IN NEW YORK STATE--TENURE, CHARACTERISTICS OF LEADERS AND EVALUATION OF JOB PERFORMANCE BY 4-H AGENTS.
ED 012 845

STATE UNIV. OF N.Y., SYRACUSE, UPSTATE MED. CTR.
CHILDREN'S CENTER--A MICROCOSMIC HEALTH, EDUCATION, AND WELFARE UNIT. PROGRESS REPORT, THE
ED 013 116

STEPHENS COLL., COLUMBIA, MO.
JAMES MADISON WOOD QUADRANGLE, STEPHENS COLLEGE, COLUMBIA, MISSOURI, THE
ED 013 063

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
FIELD TEST OF THREE APPROACHES TO THE TEACHING OF SPANISH IN ELEMENTARY SCHOOLS, A
ED 013 041

TEMPLE UNIV., PHILADELPHIA, PA., EDUC. SERVICE BUR
MODERN FOREIGN LANGUAGE TEACHING IN THE ELEMENTARY GRADES, A FEASIBILITY STUDY.
ED 013 023

TENNESSEE STATE BOARD FOR VOC. EDUC., MURFREESBORO
VOCATIONAL CURRICULUM LAB.
MENTAL NURSING. LESSON PLANS PREPARED BY PRACTICAL NURSING INSTRUCTORS FOLLOWING JOINT CONFERENCE HELD AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE.
ED 013 333

TENNESSEE UNIV., KNOXVILLE
PROGRESS AND EVALUATION REPORT, A SUMMARY OF ACTIVITIES IN TENNESSEE UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. AN HISTORICAL AND EVALUATIVE REPORT OF FISCAL YEAR 1966 AND FISCAL YEAR 1967 PROGRAMS--JULY 1, 1965 TO JUNE 30, 1967.
ED 012 853

TEXAS UNIV., AUSTIN
ANALYSIS OF CERTAIN ASPECTS OF THE VERBAL BEHAVIOR OF STUDENT TEACHERS OF EIGHTH GRADE STUDENTS PARTICIPATING IN A BSCS LABORATORY BLOCK, AN
ED 013 208

DEVELOPMENT OF A TEST OF SCIENTIFIC INQUIRY, USING THE TAB FORMAT, AND AN ANALYSIS OF ITS RELATIONSHIP TO SELECTED STUDENT BEHAVIORS AND ABILITIES, THE
ED 013 212

TEACHING ABOUT LATIN AMERICA IN THE ELEMENTARY SCHOOL, AN ANNOTATED GUIDE TO INSTRUCTIONAL RESOURCES.
BR-6-1183-BULL-1 ED 012 832

TEACHING ABOUT LATIN AMERICA IN THE SECONDARY SCHOOL, AN ANNOTATED GUIDE TO INSTRUCTIONAL RESOURCES.
BR-6-1183-BULL-2 ED 012 833

TEXAS UNIV., AUSTIN, LINGUISTICS RES. CTR.
COMPUTATIONAL LINGUISTICS--PROCEDURES AND PROBLEMS.
LRC-65-WA-1 ED 012 923

RESEARCH IN GERMAN-ENGLISH MECHANICAL TRANSLATION.
LRC-67-AFSC-4 ED 012 891

TRACY ELEMENTARY SCHOOL DISTRICT, CALIF.
PRE-HIGH SCHOOL VOCATIONAL GROUP GUIDANCE FOR POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS.
ED 012 944

TRAINING RESOURCES FOR YOUTH INC., BROOKLYN, N.Y.
DEVELOPMENT OF A SOCIAL CHANGE

METHODOLOGY WITH THE HELP OF A RESEARCH ADVISORY PANEL. INTERIM REPORT.
BR-6-8503 ED 012 945

TUFTS UNIV., MEDFORD, MASS.
INTERDISCIPLINARY RESEARCH SEMINAR IN PSYCHOLINGUISTICS.
ED 013 058

UNITED NATIONS EDUCATION-AL SCIENTIFIC AND CULT.ORG
HAMBURG (WEST GERMANY), INST. FOR EDUCATION
FOREIGN LANGUAGES IN PRIMARY EDUCATION, CONFERENCE ON THE TEACHING OF FOREIGN OR SECOND LANGUAGES TO YOUNGER CHILDREN (HAMBURG, APRIL 9-14, 1962).
ED 013 031

UNITED NATIONS EDUCATION-AL SCIENTIFIC AND CULT.ORG
PARIS (FRANCE) (UNESCO)
WORLD GUIDE TO SCIENCE INFORMATION AND DOCUMENTATION SERVICES.
ED 013 199

UNIVERSITY CITY SCHOOL DISTRICT, MO.
INQUIRY INTO CHANGE--SURVEY OF BELIEFS (SURVEY FORM I). SUPPLEMENT TO "ENVISIONING A NEW KIND OF SCHOOL."
ED 013 136

UNIVERSITY OF SOUTH FLORIDA, TAMPA
PILOT PROJECT FOR IMPROVING COLLEGE TEACHING--THE FLORIDA COLLEGE TEACHING PROJECT.
CRP-Z-001 ED 013 083

UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY, UTAH
ARTICULATION OF FOREIGN LANGUAGE INSTRUCTION IN UTAH.
MONOGR-3 ED 013 043

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS OF UTAH. PRELIMINARY EDITION.
ED 013 017

UTAH UNIV., SALT LAKE CITY, BUREAU OF EDUC. RES.
REINFORCEMENT IN CLASSROOM LEARNING. PART II, STUDIES OF REINFORCEMENT IN SIMULATED CLASSROOM SITUATIONS. PART III, IDENTIFICATION OF REINFORCERS OF HUMAN BEHAVIOR.
CRP-1196-PTS-2-3 ED 012 803

VERMONT STATE DEPT. OF EDUC., MONTPELIER
NATIONAL SURVEY ON ETV PRACTICES, POLICIES, AND EVALUATIONS IN THE USE OF THIS MEDIUM FOR FOREIGN LANGUAGE EDUCATION.
ED 013 016

VIRGINIA UNION UNIV., RICHMOND

SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES IN SOUTHERN DESEGREGATED HIGH SCHOOLS.,THE

ED 013 249

VOCATIONAL REHABILITATION ADMIN., WASHINGTON, D.C.

PROCEEDINGS OF A NATIONAL WORKSHOP ON IMPROVED OPPORTUNITIES FOR THE DEAF (UNIVERSITY OF TENNESSEE, OCTOBER 18-22, 1964).

ED 012 998

WALES UNIV., ABERYSTWYTH, UNIV. COLL. OF WALES

FOREIGN AND SECOND LANGUAGE LEARNING IN THE PRIMARY SCHOOL. PAM-14

ED 013 025

WASHINGTON ACADEMY OF SCIENCES, WASHINGTON, D.C.

COOPERATIVE COLLEGE-SCHOOL SCIENCE PROJECT-FIRST, SECOND, AND THIRD YEAR REPORTS.

ED 013 216

WASHINGTON STATE UNIV., PULLMAN

DEVELOPING ASSESSMENT INSTRUMENTS FOR MEASURING THE EFFECTS OF GROUP COUNSELING IN THE TEACHER-EDUCATION PROGRAM AT WASHINGTON STATE UNIVERSITY. FINAL REPORT.

BR-5-8435

ED 013 244

WASHINGTON UNIV., SEATTLE

STATEMENT OF GUIDELINES CONCERNING ARTICULATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES, WASHINGTON FOLLOW-UP CONFERENCE OF THE NATIONAL PROJECT FOR IMPROVEMENT OF ARTICULATION BETWEEN 2-YEAR AND 4-YEAR COLLEGES (U. OF WASHINGTON, MAY 2-5, 1965).A

ED 013 108

WAYNE STATE UNIV., DETROIT, MICH.

GUIDELINES FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS. BAVLP-2

ED 012 827

WESLEYAN UNIV., MIDDLETOWN, CONN.

STUDY OF MATHEMATICAL ABILITY INVOLVING DIGIT RELATIONSHIPS. FINAL REPORT..A

BR-5-8067

ED 012 800

WESTERN WASHINGTON STATE COLL., BELLINGHAM

COMPARISON OF PERSONALITY CHARACTERISTICS OF JUNIOR HIGH STUDENTS FROM AMERICAN INDIAN, MEXICAN AND CAUCASIAN ETHNIC BACKGROUNDS.

ED 013 138

WISCONSIN UNIV., MADISON

RES. AND DEV. CTR. FOR COGNITIVE LEARNING

USE OF STATIC AND DYNAMIC MECHANICAL MODELS IN TEACHING ASPECTS OF THE THEORETICAL CONCEPT, THE PARTICLE NATURE OF MATTER.,THE

ED 013 205

WISCONSIN UNIV., MADISON

RES. AND DEV. CTR. FOR LEARNING AND RE-EDUCATION

EFFECTIVENESS OF PROGRAMED MATERIALS IN ENGLISH SYNTAX AND THE RELATIONSHIP OF SELECTED VARIABLES TO THE LEARNING CONCEPTS.,THE

WU-TR-17

ED 013 256

INDIVIDUALIZING INSTRUCTION IN LANGUAGE ARTS THROUGH DEVELOPMENT AND RESEARCH IN R AND I UNITS OF LOCAL SCHOOLS, 1965-1966.

WU-TR-19

ED 013 255

WISCONSIN UNIV., MILWAUKEE

SELECTIVE BIBLIOGRAPHY OF CONTEMPORARY BRAZILIAN AUTHORS..A

BR-5-1258

ED 012 813

WISCONSIN UNIV., MILWAUKEE, SCH. OF EDUCATION

LOOK AT ELEMENTARY EDUCATION-JOURNEYS TOWARD COMPREHENSION. REPORT OF THE BRAZILIAN ELEMENTARY EDUCATION PROJECT..A

ED 013 170

WOMENS TALENT CORPS, NEW YORK, N.Y.

COLLEGE FOR HUMAN SERVICES, A MODEL FOR INNOVATION IN URBAN HIGHER EDUCATION.

6-67-7-6

ED 012 870

WOMEN'S TALENT CORPS. PROGRESS REPORT, MARCH-APRIL, 1967.

CAP-67-9094

ED 012 869

WOMEN'S TALENT CORPS, PROPOSAL.,THE

ED 012 873

WORLD CONFED. OF ORGAN. OF THE TEACHING PROFESSION

WASHINGTON, D.C.

TEACHING PROFESSION AND THE WORLD-WIDE LITERACY PROGRAMME, A HANDBOOK FOR LEADERS OF WCOTF AFFILIATED ORGANIZATIONS.,THE

ED 012 880

YESHIVA UNIV., NEW YORK, N.Y., FERKAUF GRAD. SCH.

(FULL NAME - FERKAUF GRAD. SCHOOL OF HUMANITIES AND SOCIAL SCIENCES.)

HEALTH AND THE EDUCATION OF SOCIALLY DISADVANTAGED CHILDREN.

ED 013 283

JOB AND CAREER DEVELOPMENT FOR THE POOR-THE HUMAN SERVICES.

ED 013 234

project section

project section

project resumes

Accession Number--an identification number sequentially assigned to project documents as they are processed.

Title of the Research Project.

Investigator(s)--the individual(s) responsible for the conduct of the project.

Institutional Source--the organization at which the research activity is conducted.

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

Start Date and End Date--the starting date and the anticipated ending date for the research project.

SAMPLE ENTRY

EP 000 000

24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

INVESTIGATOR--JASPEN, NATHAN
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BUREAU NUMBER BR-9-1234 PROP DATE 01-OCT-68

CONTRACT/GRANT OEC-612-01234-0033

DESCRIPTORS--*AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

START DATE 12-18-68

END DATE 06-30-67

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 80 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Office of Education Program--a code for the legislative program which supported the research activity.

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

MATERIALS IN THIS SECTION
CANNOT BE ORDERED FROM THE
ERIC DOCUMENT REPRODUCTION
SERVICE

Abstractor's Initials.

EP 010 976 24
CONFERENCE TO FOSTER IMPROVEMENT
OF CURRICULA AND INSTRUCTION IN DE-
VELOPING COLLEGES.
INVESTIGATOR, BRUMBAUGH, A. J.
SOUTHERN REGIONAL EDUCATION
BOARD, ATLANTA, GA.
BUREAU NUMBER BR-7-0569
PROPOSAL DATE 11 NOV 66
GRANT OEG-08-070569-1715

DESCRIPTORS *ACADEMIC STANDARDS,
*EDUCATIONAL IMPROVEMENT, *EDUCA-
TIONAL QUALITY, *HIGHER EDUCATION,
*INTERAGENCY COORDINATION, *PRO-
GRAM DEVELOPMENT, EDUCATIONAL AD-
MINISTRATION, EDUCATIONAL CHANGE,
EDUCATIONAL OBJECTIVES, EDUCATION-
AL PROBLEMS, EDUCATIONAL TRENDS,
PROGRAM IMPROVEMENT.

START DATE 08-01-67 END DATE 12-31-68
THE PURPOSE OF THIS PROJECT IS TO
ASSIST DEVELOPING COLLEGES IN RAIS-
ING THEIR EDUCATIONAL PROGRAMS TO
THE LEVEL OF QUALITY DEMANDED BY
CONTEMPORARY AMERICAN SOCIETY.
REPRESENTATIVES FROM 30 TO 35 COL-
LEGES WILL PARTICIPATE IN A CONFER-
ENCE INTENDED TO SENSITIZE LEADERS
IN THE DEVELOPING COLLEGES TO EM-
ERGING NEEDS AND NEWER DEVELOP-
MENTS IN UNDERGRADUATE EDUCATION
AND TO ASSIST THEM IN UNDERTAKING
ACTIVITIES THAT WILL LEAD TO SPECI-
FIC IMPROVEMENTS IN THEIR OWN IN-
STITUTIONS. SELECTED ADMINISTRA-
TORS, FACULTY MEMBERS, AND STUD-
ENTS WILL PARTICIPATE IN A 4-DAY
CONFERENCE THAT WILL (1) GIVE ATTEN-
TION TO THE IDENTIFICATION OF PROB-
LEMS IN THE AREAS OF CURRICULUM
AND INSTRUCTION, AND POSSIBLE SOLU-
TIONS TO PROBLEMS IDENTIFIED, AND (2)
PROVIDE AN OPPORTUNITY FOR PARTICI-
PANTS TO CONSIDER APPLICATIONS
APPROPRIATE TO THEIR OWN PROGRAMS.
FOLLOWING THE CONFERENCE, CONSUL-
TATION WILL BE PROVIDED TO PARTICI-
PANTS WHO WISH TO PLAN AND INSTITUTE
SPECIAL ACTIVITIES ON THEIR
OWN CAMPUSES. THE PROJECT WILL BE
CONDUCTED UNDER THE AUSPICES OF
THE SOUTHERN REGIONAL EDUCATION
BOARD (SREB). STAFF MEMBERS WILL
FILL THE POSITIONS OF CONFERENCE DI-
RECTOR AND ASSISTANT CONFERENCE
DIRECTOR. AN APPOINTED ADVISORY
COMMITTEE WILL HELP PLAN THE CON-
FERENCE AND SELECT SPEAKERS, DIS-
CUSSION LEADERS, AND 80 TO 85 RE-
PRESENTATIVES FROM PARTICIPATING
COLLEGES. MEMBERS OF THE SREB
STAFF OR SPECIALLY SECURED SPECI-
ALISTS WILL PROVIDE CONSULTATION
ON A LIMITED NUMBER OF CAMPUS PRO-
JECTS DURING THE PLANNING AND INI-
TIAL STAGES. A REPORT OF THE MAJOR
CONFERENCE PRESENTATIONS AND OF
PROBLEM SOLUTIONS GENERATED IN
THE CONFERENCE WILL BE PUBLISHED
AND DISTRIBUTED. (AL)

EP 010 977 24
PRINCIPLES AND METHODS OF APPLIED
RESEARCH FOR JUNIOR COLLEGE
RESEARCHERS.
INVESTIGATOR, MERSON, THOMAS B.
CALIFORNIA JUNIOR COLL. ASSN., MOD-
ESTO
BUREAU NUMBER BR-7-0694
PROPOSAL DATE 67
GRANT OEG-4-7-070694-3129
DESCRIPTORS *COMMUNITY COLLEGES,
*HIGHER EDUCATION, *INSTITUTES
(TRAINING PROGRAMS), *INSTITUTIONAL
ADMINISTRATION, *JUNIOR COLLEGES,

*RESEARCH SKILLS, EDUCATIONAL RE-
SEARCH, RESEARCH METHODOLOGY,
RESEARCHERS.

START DATE 06-01-67 END DATE 08-31-67
A 3-WEEK INSTITUTE WILL BE CON-
DUCTED TO INCREASE THE NUMBER OF
COMPETENT RESEARCHERS WHO CAN AT-
TACK AND SOLVE CRITICAL PROBLEMS
FACED BY JUNIOR COLLEGES AS THEY
STRIVE TO DEVELOP APPROPRIATE POST-
HIGH SCHOOL EDUCATION. SELECTED JU-
NIOR COLLEGE STAFF MEMBERS WHO
ARE ENGAGED IN INSTITUTIONAL RE-
SEARCH WILL PARTICIPATE IN THIS IN-
STITUTE THAT IS INTENDED TO RAISE
THEIR COMPETENCE IN RESEARCH DE-
SIGN AND STATISTICAL ANALYSIS.
TRAINEE APPLICATIONS WILL BE SOLI-
CITED FROM JUNIOR COLLEGES ACROSS
THE NATION. PRIORITY WILL BE GIVEN
TO DIRECTORS OF RESEARCH. A RE-
SEARCH AND ANALYSIS LABORATORY
WILL PROVIDE OPPORTUNITY FOR EACH
TRAINEE TO APPLY APPROVED PRINCIP-
LES OF RESEARCH AND STATISTICAL
ANALYSIS TO PROBLEMS OF CURRENT
CONCERN. SPECIAL PROVISIONS WILL BE
MADE TO INDIVIDUALIZE INSTRUCTION.
(AL)

EP 010 978 08
IMPLEMENTATION AND FURTHER DEVEL-
OPMENT OF EXPERIMENTAL CLUSTER
CONCEPT PROGRAMS THROUGH ACTUAL
FIELD TESTING AND EVALUATION AT THE
SECONDARY SCHOOL LEVEL.
INVESTIGATOR, MALEY, DONALD
MARYLAND UNIV. COLLEGE PARK
BUREAU NUMBER BR-7-0853
PROPOSAL DATE 67
GRANT OEG-0-8-000853-1865-085
DESCRIPTORS *CURRICULUM DEVEL-
OPMENT, *CURRICULUM EVALUATION,
*JOB TRAINING, *TRADE AND INDUSTRI-
AL EDUCATION, *VOCATIONAL EDUCAT-
ION, CLUSTER CONCEPT PROJECT, IN-
DUSTRIAL EDUCATION, PILOT PROJECTS,
VOCATIONAL SCHOOLS.

START DATE 09-01-67 END DATE 08-31-68
PHASE III OF A PILOT STUDY OF THE
CLUSTER CONCEPT OF VOCATIONAL
TRAINING WILL FIELD TEST EXPERI-
MENTAL VOCATIONAL CURRICULUMS IN
ELECTRO-MECHANICAL INSTALLATION
AND REPAIR, CONSTRUCTION, AND
METAL FABRICATION. THE CLUSTER
CONCEPT IS AIMED AT THE DEVELOP-
MENT OF SKILLS AND UNDERSTANDINGS
THAT ARE COMMON TO A FAMILY OF OC-
CUPATIONS INSTEAD OF PROVIDING IN-
DEPTH DEVELOPMENT FOR ONE JOB.
PHASE I OF THIS PROJECT (1) EXPLORED
THE FEASIBILITY AND ACCEPTABILITY
OF THE CLUSTER CONCEPT AS A PRO-
GRAM IN VOCATIONAL EDUCATION, (2)
DETERMINED THE OCCUPATIONAL
CLUSTERS AND OCCUPATIONS IN EACH
CLUSTER, AND (3) DEVELOPED A SERIES
OF COURSE OUTLINES FOR A CLUSTER
CONCEPT PROGRAM AT THE SECONDARY
SCHOOL LEVEL. PHASE II WAS CONDUCT-
ED TO (1) SELECT TEACHERS TO IMPEL-
MENT PILOT PROGRAMS, (2) DEVELOP
CURRICULUM MATERIALS AND PROCED-
URES FOR TEACHER PREPARATION, AND
(3) CONDUCT TEACHER PREPARATION.
PHASE III OF THIS FOUR PART PRO-
JECT, WILL PROVIDE A 1-YEAR TEST OF
THE ADEQUACY OF THE PRODUCTS AND
OUTCOMES OF PHASES I AND II IN A
SCHOOL-INDUSTRY SETTING. A 2D YEAR
OF FIELD TESTING IS ANTICIPATED TO
PERMIT ADEQUATE EVALUATION OF
THESE 2-YEAR VOCATIONAL TRAINING
CURRICULUMS. (AL)

EP 010 979 48
SURVEY OF MATERIALS IN THE NEGLECT-
ED LANGUAGES.
INVESTIGATOR, NEMSER, WILLIAM J.
CENTER FOR APPLIED LINGUISTICS,
WASHINGTON, D.C.
BUREAU NUMBER BR-7-0929
PROPOSAL DATE 17 MAR 67
CONTRACT OEC-1-7-070929-4276
DESCRIPTORS *LANGUAGE GUIDES,
*LANGUAGE INSTRUCTION, *LINGUISTI-
CS, *MODERN LANGUAGES, *TEXTBOOK
EVALUATION, CONFERENCE ON NE-
GLECTED LANGUAGES, LANGUAGE AIDS,
LANGUAGE PATTERNS, LANGUAGE TYPO-
LOGY, TEXTBOOK CONTENT.

START DATE 06-01-67 END DATE 09-30-69
A TWO-PHASE STUDY OF THE PRINCIP-
LE MATERIALS AVAILABLE FOR THE
STUDY OF NEGLECTED LANGUAGES WILL
(1) PREPARE AN ANNOTATED INVENTORY
OF THESE MATERIALS AND (2) ASSESS
THE NEEDS AND PRIORITIES FOR MA-
TERIALS IN THESE LANGUAGES AND FOR
ACTIVITIES THAT WILL FURTHER THE
PRODUCTION OF SUCH MATERIALS. AP-
PROXIMATELY 2 YEARS WILL BE RE-
QUIRED FOR THE SURVEY. PRIMARY
FOCUS WILL BE ON COURSES, READERS,
REFERENCE GRAMMARS, AND STUDENT
DICTIONARIES FOR THOSE LANGUAGES
LISTED IN THE REPORT OF THE CONFER-
ENCE ON NEGLECTED LANGUAGES, HELD
IN WASHINGTON, D.C., MARCH 1961. IN AD-
DITION, THE INVENTORY WILL BE EX-
TENDED TO OTHER MATERIALS RELEV-
ANT FOR STUDENTS OR TEACHERS AND
TO OTHER UNCOMMONLY TAUGHT
LANGUAGES FOR WHICH SIGNIFICANT
MATERIALS EXIST. A TENTATIVE LIST OF
APPROXIMATELY 1,000 BIBLIOGRAPHIC
ENTRIES WILL BE PREPARED WITH DES-
SCRIPTIVE ANNOTATIONS FOR THE BASIC
COURSES AND DESCRIPTIVE COMMENTS
ON EACH ITEM, INCLUDING REFERENCE
TO AUDIENCE, LEVEL, CONTENT, AND
SPECIAL FEATURES. CONSULTANTS WILL
BE ASKED TO REVIEW THE SECTIONS RE-
LATED TO THEIR AREAS OF SPECIALIZA-
TION TO MAKE ADDITIONS, DELETIONS,
AND CHANGES IN BIBLIOGRAPHIC
ENTRIES BEFORE A FINAL LIST IS
PREPARED. THE NEEDS FOR MATERIALS
AND THE PRIORITIES FOR THEIR PRE-
PARATION WILL BE ESTABLISHED FROM
INFORMATION GATHERED FROM LANGUAGE
AREA SPECIALISTS BY MEANS OF A
STRUCTURED INTERVIEW. INTERVIEW
REPORTS WILL BE INCORPORATED IN
THE FINAL REPORT OF NEEDS AND
PRIORITIES. (AL)

EP 010 980 24
DEVELOPMENT OF MANUSCRIPTS WHICH
INTERPRET READING RESEARCH TO THE
PUBLIC.
INVESTIGATOR, FAY, LEO C.
INDIANA UNIV. FOUNDATION, BLOOM-
INGTON
BUREAU NUMBER BR-7-0981
PROPOSAL DATE 17 MAR 67
CONTRACT OEC-1-7-070981-3731
DESCRIPTORS *EDUCATIONAL AD-
MINISTRATION, *INNOVATION, *READING
INSTRUCTION, *READING PROGRAMS,
*READING RESEARCH, READING, READ-
ING SKILLS.
START DATE 06-29-67 END DATE 06-28-68
THREE MONOGRAPHS WILL BE DEVEL-
OPED TO CONVEY AND INTERPRET READ-
ING RESEARCH AND RELATED ACTIVI-
TIES IN THE FIELD OF READING TO PRAC-
TITIONERS AND TO THOSE WHO MAKE
EDUCATIONAL DECISIONS IN THEIR
COMMUNITIES. INDIANA UNIVERSITY,

THE INTERNATIONAL READING ASSOCIATION, AND "ERIC/CRIER" WILL CO-OPERATE IN THE DEVELOPMENT OF THE MANUSCRIPTS. A PROFESSIONAL FROM THE FIELD OF READING WILL ACT AS PROJECT DIRECTOR UNDER THE GUIDANCE OF AN ADVISORY COMMITTEE. PERTINENT LITERATURE WILL BE LOCATED AND REVIEWED TO PROVIDE NECESSARY BACKGROUND, AND SITE VISITS WILL BE MADE TO INNOVATIVE READING PROGRAMS TO GATHER DATA AND PHOTOGRAPHS. PROFESSIONAL WRITERS WILL BE HIRED TO AID IN DEVELOPING THE MANUSCRIPTS. (AL)

EP 010 981 24

A STUDY OF EDUCATION IN GREECE.
INVESTIGATOR, KAZAMIAS, ANDREAS M.
WISCONSIN UNIV., MADISON
BUREAU NUMBER BR-7-1111
PROPOSAL DATE 27 APR 67
CONTRACT OEC-1-7-07111-5232

DESCRIPTORS *COMPARATIVE EDUCATION, *EDUCATIONAL ADMINISTRATION, *FOREIGN CULTURE, *INTERNATIONAL EDUCATION, *SCHOOL ORGANIZATION, *SOCIOECONOMIC INFLUENCES, EDUCATIONAL FINANCE,

START DATE 06-30-67 END DATE 12-31-68
A COMPREHENSIVE STUDY WILL BE MADE OF THE EDUCATIONAL SYSTEM OF GREECE WHICH HAS RECENTLY SOUGHT TO ADAPT HISTORICALLY EVOLVED IDEAS AND INSTITUTIONS TO THE DEMANDS OF A MODERN ECONOMY AND POLITICAL LIFE. EDUCATION WILL BE ANALYZED AS A DYNAMIC PROCESS AND AS PART OF THE LARGER MOVEMENT OF SOCIO-POLITICAL AND CULTURAL MODERNIZATION THAT HAS BEEN PART OF GREEK NATIONAL DEVELOPMENT SINCE 1829. THE STUDY WILL DESCRIBE AND ANALYZE THE STRUCTURE, FUNCTIONS, UNDERLYING IDEOLOGIES, AND GENERAL ORIENTATION OF EDUCATION IN GREECE WITH PARTICULAR REFERENCE TO THE DEVELOPMENTS SINCE THE SECOND WORLD WAR AND TO THE CURRENT SITUATION. AVAILABLE SOURCES IN AMERICAN LIBRARIES WILL BE USED AND THE INVESTIGATOR WILL SPEND APPROXIMATELY 7 MONTHS IN GREECE TO VISIT SCHOOLS AND TO INTERVIEW OFFICIALS, TEACHERS, AND PARENTS. THE MANUSCRIPT WILL INCLUDE (1) GENERAL SOCIAL AND CULTURAL CHARACTERISTICS OF GREEK SOCIETY AND A HISTORICAL OVERVIEW OF THE DEVELOPMENT OF EDUCATION, (2) ADMINISTRATION, CONTROL, FINANCING, ORGANIZATION AND TYPES OF SCHOOLS, AND THE SIZE OF THE EDUCATIONAL ENTERPRISE, AND (3) THE SOCIO-POLITICAL AND ECONOMIC ASPECTS OF SCHOOLING. THIS STUDY IS EXPECTED TO HAVE VALUE TO EDUCATORS, SOCIAL ANALYSTS, AND POLICY MAKERS IN GREECE. IN ADDITION, IT WILL ADD TO THE KNOWLEDGE ABOUT COMPARATIVE AND INTERNATIONAL STUDIES, PARTICULARLY THOSE CONCERNED WITH INSTITUTIONAL TRANSFER AND ADAPTATION, MODERNIZATION, AND THE ROLE OF EDUCATION IN SOCIO-CULTURAL CHANGE. (AL)

EP 010 982 24

A STUDY OF EDUCATION IN COLOMBIA.
INVESTIGATOR, RENNERT, RICHARD R.
FLORIDA UNIV., GAINESVILLE, COLL. OF EDUCATION
BUREAU NUMBER BR-7-1117
PROPOSAL DATE 27 APR 67
CONTRACT OEC-1-7-07117-5231

DESCRIPTORS *COMPARATIVE EDUCATION, *EDUCATIONAL ADMINISTRATION, *FOREIGN CULTURE, *INTERNATIONAL

EDUCATION, *SCHOOL ORGANIZATION, *SOCIOECONOMIC INFLUENCES, EDUCATIONAL FINANCE,

START DATE 06-30-67 END DATE 11-30-68
A COMPREHENSIVE STUDY OF COLOMBIAN EDUCATION WILL BE MADE TO MEET A NEED FOR MATERIAL WHICH ANALYZES AND INTERPRETS DEVELOPMENTS SINCE 1946. HISTORICAL, SOCIAL, PEDAGOGICAL, AND PLANNING ASPECTS WILL ALSO BE STUDIED. A SURVEY OF LITERATURE WILL BE MADE AT THE UNIVERSITY OF FLORIDA, AND THE PRINCIPLE INVESTIGATOR WILL USE A 4-WEEK VISIT TO COLOMBIA TO INTERVIEW EDUCATORS AND STUDENTS, TO ACQUIRE RECENT PUBLICATIONS, AND TO VISIT EDUCATIONAL INSTITUTIONS. THE STUDY IS EXPECTED TO HELP SEVERAL GROUPS: (1) U.S. STUDENTS AND TEACHERS IN COLOMBIA AFFILIATED WITH STUDY ABROAD PROGRAMS, (2) NORTH AMERICAN FAMILIES WHO ARE PERMANENT RESIDENTS OF COLOMBIA, (3) PERSONNEL OF THE PEACE CORPS, OF THE AGENCY FOR INTERNATIONAL DEVELOPMENT, AND OF PHILANTHROPIC FOUNDATIONS, (6) LATIN AMERICAN AREA SPECIALISTS, AND (6) SCHOLARS INTERESTED IN COMPARATIVE EDUCATION. (AL)

EP 010 983 24

PUBLIC EDUCATION AND IMMIGRANTS IN MASSACHUSETTS, 1880-1914.
INVESTIGATOR, LAZERSON, MARVIN F.
HARVARD UNIV., CAMBRIDGE, MASS.
BUREAU NUMBER BR-8-A-001
PROPOSAL DATE 15 MAR 67
GRANT OEG-0-8-000001-0194-010

DESCRIPTORS *EDUCATIONAL IMPROVEMENT, *EDUCATIONAL PHILOSOPHY, *EDUCATIONAL SOCIOLOGY, *JOB TRAINING, *URBAN EDUCATION, IMMIGRANTS, VOCATIONAL EDUCATION,

START DATE 08-01-67 END DATE 01-31-69
IMMIGRANT EDUCATION IN MASSACHUSETTS FROM 1880 TO 1914 WILL BE STUDIED (1) TO DETERMINE THE RESPONSE OF EDUCATORS TO THE TIDE OF IMMIGRATION, (2) TO ANALYZE THE RELATIONSHIP BETWEEN THE EDUCATIONAL IDEOLOGY OF THESE EDUCATORS AND THE EXTENT TO WHICH PROGRAMS IN IMMIGRANT EDUCATION WERE IMPLEMENTED, AND (3) TO ANALYZE THE ROLE AND EFFECT OF PROGRAMS IN IMMIGRANT EDUCATION UPON IMMIGRANT LIFE AND UPON THE PUBLIC SCHOOL. THE INVESTIGATION OF SPECIFIC PROGRAMS WILL BE CENTERED ON EIGHT MASSACHUSETTS CITIES WHOSE ECONOMIC AND SOCIAL COMPOSITION WILL BE DISCUSSED WITH RELATION TO CHANGES OCCURRING IN THE PUBLIC SCHOOLS. EMPHASIS WILL BE ON THE KINDERGARTEN, MANUAL TRAINING, ADULT EDUCATION, AND CITIZENSHIP EDUCATION PROGRAMS. THE STUDY WILL INCLUDE (1) ANALYSIS OF MATERIALS ON IMMIGRATION AND OF REPORTS, ADDRESSES, AND ARTICLES BY MASSACHUSETTS' EDUCATORS TO DETERMINE THE IDEOLOGY OF IMMIGRANT EDUCATION, (2) USE OF CENSUS DATA, MASSACHUSETTS BOARD OF EDUCATION REPORTS, LOCAL SCHOOL REPORTS AND RECORDS, AND REPORTS OF THE U.S. IMMIGRATION COMMISSION TO ANALYZE SPECIFIC PROGRAMS OF IMMIGRANT EDUCATION, (3) REVIEW OF REPORTS OF VOLUNTARY ASSOCIATIONS LIKE SETTLEMENT HOUSES TO ESTABLISH THE RELATIONSHIP BETWEEN PHILANTHROPY, IMMIGRANTS, AND THE PUBLIC SCHOOLS, TO THE EXTENT THE FINDINGS PERMIT, AN ASSESSMENT WILL BE MADE OF THE EFFECT OF IMMIGRANT EDUCATION PROGRAMS

UPON IMMIGRANT LIFE AND THE PUBLIC SCHOOLS. THIS STUDY OF THE NATURE OF THE RESPONSES OF MASSACHUSETTS' EDUCATORS TO THE PROBLEMS OF ETHNIC EDUCATION IN AN URBAN ENVIRONMENT AND OF THE SUCCESSES AND FAILURES OF THOSE EDUCATORS IS INTENDED TO HELP TODAY'S EDUCATORS MEET THE PROBLEMS OF URBAN SCHOOLS. (AL)

EP 010 984 24

AN EVALUATION OF EDUCATIONAL DEVELOPMENT PROGRAMS IN HIGHER EDUCATION.

INVESTIGATOR, JOHNSON, F. CRAIG
MICHIGAN ST. UNIV., EAST LANSING
BUREAU NUMBER BR-7-E-114
PROPOSAL DATE 28 FEB 67
GRANT OEG-0-8-070114-1856-010

DESCRIPTORS *EDUCATIONAL ADMINISTRATION, *EDUCATIONAL CHANGE, *EDUCATIONAL POLICY, *EDUCATIONAL RESEARCH, *HIGHER EDUCATION,

START DATE 07-01-67 END DATE 12-31-67
THE ORGANIZATIONAL PRINCIPLES AND OPERATIONAL PROCEDURES OF THE EDUCATIONAL DEVELOPMENT PROGRAMS AT 12 COLLEGES AND UNIVERSITIES WILL BE EVALUATED AND A MONOGRAPH WILL BE WRITTEN. THE INVESTIGATOR DESCRIBES EDUCATIONAL DEVELOPMENT PROGRAMS AS BEING SIMILAR TO INDUSTRIAL PROGRAMS THAT USE CORPORATE FUNDS FOR RESEARCH AND DEVELOPMENT TO IMPROVE THE PRODUCT. PROJECT DIRECTORS WILL BE INTERVIEWED CONCERNING THE ROLE OF THE UNIVERSITY IN HELPING THEM WITH THEIR PROJECTS. OTHER FACULTY, STUDENTS, AND ADMINISTRATIVE OFFICERS WILL BE INTERVIEWED TO DETERMINE THEIR RELATIONSHIP TO THE PROJECTS. THE INFORMATION GATHERED FROM THE INTERVIEWS WILL BE USED AS THE BASIS OF THE MONOGRAPH WHICH WILL INCLUDE (1) AN EVALUATION OF EACH PROGRAM, (2) GENERAL PRINCIPLES OF ADMINISTRATION AND ORGANIZATIONAL PROCEDURES, AND (3) A DISCUSSION OF THE POTENTIAL GENERALIZABILITY OF SUCH PROGRAMS TO HIGHER EDUCATION. THIS MONOGRAPH IS EXPECTED TO PROVIDE GUIDANCE FOR FURTHER EXPANSION OF EXISTING PROGRAMS AND THE INITIATION OF SIMILAR PROGRAMS AT SMALLER COLLEGES AND UNIVERSITIES. (AL)

EP 010 985 24

SIMULATED CLASSROOM SITUATIONS--THE DEVELOPMENT AND EVALUATION OF ROLE PLAYING IN THE EDUCATION OF PROSPECTIVE SECONDARY SCHOOL SCIENCE TEACHERS.

INVESTIGATOR, LEHMAN, DAVID L.
TEXAS UNIV., AUSTIN, SCIENCE EDUCATION CENTER
BUREAU NUMBER BR-7-G-001
PROPOSAL DATE 17 AUG 66
GRANT OEG-0-8-000001-0195

DESCRIPTORS *PRESERVICE EDUCATION, *ROLE PLAYING, *STUDENT TEACHER RELATIONSHIP, *STUDENT TEACHERS, *TEACHING TECHNIQUES,

START DATE 11-01-67 END DATE 05-31-69
A SERIES OF SIMULATED CLASSROOM SITUATIONS WILL BE DEVELOPED AND USED IN AN EXPERIMENTAL STUDY TO APPRAISE THE EFFECTIVENESS OF PARTICIPATION IN THESE ROLE PLAYING SITUATIONS FOR DEVELOPING TEACHING SKILLS ESSENTIAL TO SECONDARY SCHOOL SCIENCE TEACHERS IN FIVE INSTRUCTIONAL ROLES. THE SIMULATED CLASSROOM SITUATIONS WILL BE USED BY APPROXIMATELY 15 PROSPECTIVE

TEACHERS WHO WILL PARTICIPATE IN ROLE PLAYING ONCE A WEEK FOR TWO SEMESTERS. ONE STUDENT TEACHER WILL PERFORM THE TEACHER ROLE WHILE THE OTHER STUDENT TEACHERS ENACT THE STUDENT ROLES. GROUP DISCUSSIONS OF THE EFFECTIVENESS OF THE INSTRUCTIONAL SKILLS USED WILL BE TAPE RECORDED. ROLE PLAYING SITUATIONS WILL BE MODIFIED FOR THE SECOND SEMESTER AS NEEDED. THE TEACHING PERFORMANCE OF THE EXPERIMENTAL GROUP WILL BE COMPARED WITH THE PERFORMANCE OF A CONTROL GROUP AT THE END OF THE 1ST YEAR OF ACTUAL TEACHING AFTER STUDENT TEACHING. THE CONTROL GROUP WILL BE 1ST-YEAR SCIENCE TEACHERS WHO HAVE HAD NO ROLE PLAYING EXPERIENCE. PERFORMANCE OF BOTH GROUPS OF SCIENCE TEACHERS WILL BE EVALUATED BY A SCIENCE TEACHING CHECKLIST TO BE ADMINISTERED TO THEIR SECONDARY SCHOOL CLASSES. THIS BY PROVIDING A WORKING MODEL OF ONE MEANS OF GIVING PROSPECTIVE TEACHERS AN OPPORTUNITY TO DEVELOP CONFIDENCE, AWARENESS, AND INSIGHT INTO TEACHING WITHIN THE RELATIVE SECURITY OF A SIMULATED CLASSROOM. (AL)

EP 010 986 24
GREENE'S RESEARCH ON SHAKESPEARE-A COMPUTER AIDED STUDY.
INVESTIGATOR, AUSTIN, WARREN B.
STEPHEN F. AUSTIN STATE COLL., NACOGDOCHES, TEX.
BUREAU NUMBER BR-7-G-036
PROPOSAL DATE 29 MAR 67
GRANT OEG-1-7-070036-4593
DESCRIPTORS *DRAMATICS, *ENGLISH LITERATURE, *LITERATURE, *STATISTICAL ANALYSIS, *STATISTICAL STUDIES, BOOKS.

START DATE 06-27-67 END DATE 09-30-67
ELECTRONIC DATA PROCESSING WILL BE USED TO HELP SOLVE A QUESTION CONCERNING THE AUTHORSHIP OF AN ELIZABETHAN PAMPHLET, "GREENE'S GROATSWORTH OF WIT" (1592), WHICH CONTAINS THE ATTACK ON SHAKESPEARE AS "AN UPSTART CROW, BEAUTIFIED WITH OUR FEATHERS." THE STUDY IS BASED ON TWO HYPOTHESES: (1) THAT THIS WORK WAS NOT ACTUALLY WRITTEN BY THE DYING PLAYWRIGHT ROBERT GREENE, BUT WAS FORGED IN GREENE'S NAME AFTER HIS DEATH BY ITS SUPPOSED EDITOR, THE HACKWRITER HENRY CHETTLE, AND (2) THAT PROOF OF CHETTLE'S AUTHORSHIP WILL RESOLVE THE LONG-DEBATED QUESTION OF WHETHER SHAKESPEARE WAS BEING CHARGED WITH PLAGIARISM OR PRESUMPTION. A COMPARATIVE STUDY WILL BE MADE OF THE STYLES OF GREENE AND CHETTLE IN THEIR KNOWN WRITINGS TO FIND EACH WRITER'S DISTINCTIVE PATTERN OF WORD CHOICE. THESE WORD-USAGES WILL BE APPLIED AS CRITERIA OF AUTHORSHIP AND COMPARED WITH THE LANGUAGE PRACTICES FOUND IN "GREENE'S GROATSWORTH OF WIT" AND ALSO IN A SECOND PURPORTED LAST WORK, "THE REPENTANCE OF ROBERT GREENE." WORD-INDEXES, CONCORDANCES, AND WORD-FREQUENCY TABLES WILL BE COMPUTER-GENERATED TO ORGANIZE THE VOCABULARIES OF LARGE BODIES OF GREENE'S AND CHETTLE'S PROSE AND OF EACH OF THE QUESTIONED WORKS. THE RAW DATA WILL BE SUBMITTED TO A MATHEMATICIAN FAMILIAR WITH THE STATISTICS OF DISCRIMINATION OR CLASSIFICATION PROBLEMS SO THE DATA MAY BE STATED

IN TERMS OF PROBABILITY RATIOS. DEMONSTRATION OF VALIDITY OF USING THIS COMPUTER TECHNIQUE TO DISTINGUISH THE STYLES OF TWO WRITERS IS EXPECTED TO RESULT IN ITS APPLICATION TO AUTHORSHIP ATTRIBUTION PROBLEMS AND TO THE STUDY OF QUALITIES OF STYLE. (AL)

EP 010 987 24
LANGUAGE PROFICIENCY TESTING.
INVESTIGATOR, DARNELL, DONALD K.
COLORADO UNIV., BOULDER
BUREAU NUMBER BR-7-H-010
PROPOSAL DATE 01 MAR 67
GRANT OEG-8-8-070010-2000-057
DESCRIPTORS *LANGUAGE TESTS, *MEASUREMENT INSTRUMENTS, *STATISTICAL ANALYSIS, *TEST INTERPRETATION, *TEST VALIDITY, TEST OF ENGLISH AS A FOREIGN LANGUAGE, TESTS.

START DATE 10-01-67 END DATE 09-30-68
A NEW TEST OF LANGUAGE PROFICIENCY WILL BE STUDIED TO EVALUATE ITS RELIABILITY, VALIDITY, AND PRACTICALITY. THIS STUDY, WHICH IS EXPECTED TO BE THE FIRST OF A SERIES, WILL BE RESTRICTED TO PROFICIENCY IN WRITTEN ENGLISH. THE NEW TEST IS BASED UPON THE ASSUMPTIONS THAT (1) THE PRIMARY FUNCTION OF LANGUAGE IS COMMUNICATION AND (2) LANGUAGE IS A NORMATIVE SYSTEM. THE NEW TEST EMPLOYS SAMPLES OF PROSE WITH WORDS DELETED AT REGULAR INTERVALS. THE SAMPLES ARE SELECTED FROM MATERIALS A SUBJECT MIGHT ACTUALLY USE. THE TEST MEASURES THE ABNORMALITY OF A SUBJECT'S RESPONSES IN TERMS OF THE RESPONSES GIVEN BY CRITERION GROUPS OF NATIVE SPEAKERS OF ENGLISH. THE MEASURE OF ABNORMALITY IS DERIVED FROM INFORMATION THEORY. THE PERFORMANCE OF 80 FOREIGN STUDENTS WILL BE EXAMINED AND COMPARED WITH THE PERFORMANCE OF NATIVE SPEAKERS SELECTED FROM GRADUATE AND UNDERGRADUATE ENGINEERING AND LIBERAL ARTS MAJORS. VALIDITY OF THIS INSTRUMENT WILL BE MEASURED BY CORRELATION WITH THE SCORES OBTAINED FROM THE "TEST OF ENGLISH AS A FOREIGN LANGUAGE." DATA WILL ALSO BE EXAMINED BY MULTI-VARIATE ANALYSIS OF VARIANCE TECHNIQUES FOR DIFFERENCES AMONG SUBJECTS, MESSAGE SAMPLES, AND CRITERION GROUPS. (AL)

EP 010 988 24
EXPERIMENTAL TAPE-RECORDINGS FOR TEACHING SENSITIVITY TO MUSICAL INTONATION.
INVESTIGATOR, RIZZOLO, RALPH
ARIZONA STATE UNIV., TEMPE
BUREAU NUMBER BR-7-I-030
PROPOSAL DATE 17 FEB 67
GRANT OEG-1-7-070030-4443
DESCRIPTORS *INSTRUCTIONAL TECHNOLOGY, *MUSIC EDUCATION, *MUSIC TECHNIQUES, *SOUND TRACKS, *TAPE RECORDINGS.

START DATE 06-28-67 END DATE 05-31-68
AN EXPERIMENTAL TECHNIQUE DEVELOPED TO TRAIN STUDENT-CONDUCTORS TO HANDLE INTONATION WITHIN THE ENSEMBLE WILL BE USED IN AN EXPERIMENT THAT WILL BE CONDUCTED TO DISCOVER WHAT DIFFERENCES, IF ANY, EXIST BETWEEN TWO GROUPS OF MUSIC STUDENTS IN (1) THEIR ABILITY TO IMPROVE THEIR SENSITIVITY TO ERRORS IN INTONATION AND (2) THEIR ABILITY TO ADJUST ERRORS OF INTONATION IN TRIADS AND CHORDS WITHIN THE PERFORMING ENSEMBLE. TWO GROUPS

OF 20 UNDERGRADUATE MUSIC STUDENTS WILL BE RANDOMLY SELECTED AND PRE- AND POST-TESTED. INTONATION WILL BE TAUGHT TO THE CONTROL GROUP BY THE TRADITIONAL METHOD AND THE EXPERIMENTAL GROUP WILL BE TAUGHT BY BOTH THE TRADITIONAL METHOD AND THE EXPERIMENTAL METHOD WHICH IS BASED UPON THE USE OF 18 PREPARED MAGNETIC TAPES AND A SET OF 9 TEST TAPES INCLUDING THE PRE- AND POST-TEST. THE TAPES ARE RECORDED TO PLAY AN IN-TUNE, EQUAL-TEMPERED INTERVAL, SUCH AS A THIRD, A FIFTH, OR A MAJOR TRIAD, AND PLAY THE SAME INTERVAL SHARP AND ALSO FLAT IN DECREASING DEGREES OF OUT-OF-TIME DISCREPANCY UNTIL THE INTERVALS ARE BEING SOUNDED IN TUNE IN EQUAL TEMPERAMENT. A SET OF CADENCES WILL ALSO BE TAPED WITH ERRORS OF INTONATION IN EACH VOICE ABOVE THE ROOT TO IN-TUNE, EQUAL-TEMPERED CHORDS. ELECTRONIC METHODS WILL BE USED TO DETERMINE THE EXACT FREQUENCY OF ALL THE PITCHES. (AL)

EP 010 989 24
INSTRUCTIONAL SIMULATION-A RESEARCH DEVELOPMENT AND DISSEMINATION ACTIVITY.
INVESTIGATOR, TWELKER, PAUL A.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
BUREAU NUMBER BR-7-I-045
PROPOSAL DATE 20 MAR 67
GRANT OEG-1-7-070045-3879
DESCRIPTORS *LITERATURE REVIEWS, *MODELS, *SIMULATED ENVIRONMENT, *SIMULATION, *TEACHING METHODS, NORTHWEST REGIONAL EDUCATIONAL RESEARCH LABORATORY, TEACHING TECHNIQUES.

START DATE 06-01-67 END DATE 09-30-68
THE OBJECTIVES OF THIS PROJECT ARE (1) TO CONTINUE THE SEARCH OF EDUCATIONAL, MILITARY, AND INDUSTRIAL LITERATURE PERTAINING TO INDUSTRIAL SIMULATION THAT WAS STARTED AS A PROJECT OF THE NORTHWEST REGIONAL EDUCATIONAL RESEARCH LABORATORY, (2) TO DEVELOP MODELS OF INSTRUCTIONAL SIMULATION DESIGN THAT WILL GUIDE DEVELOPERS IN SPECIFYING THE FORM OF THE SIMULATION, (3) TO IDENTIFY RESEARCH DIRECTIONS AND STATE THESE IN THE FORM OF HYPOTHESES, (4) TO SPECIFY APPLICATIONS OF INSTRUCTIONAL SIMULATION, AND (5) TO DISSEMINATE WIDELY THE INFORMATION GAINED. THESE OBJECTIVES ARE TO BE ACCOMPLISHED THROUGH (1) INFORMATION-GATHERING ACTIVITIES SUCH AS A LITERATURE SEARCH, INFORMATION-GENERATING ACTIVITIES SUCH AS CONCEPTUAL DEVELOPMENT OF MODELS FOR SPECIFYING SIMULATION DESIGNS AND IDENTIFICATION OF SIMULATION APPLICATIONS AND RESEARCH DIRECTIONS, AND (3) INFORMATION-DISSEMINATING ACTIVITIES THAT WILL INCLUDE INSTITUTES, NEWSLETTERS, THE PRODUCTION OF DOCUMENTARY FILMS, AND A FINAL REPORT. THIS PROJECT IS EXPECTED TO PRODUCE RESULTS THAT WILL HELP RESEARCHERS DEVELOP SIMULATIONS OF HIGH QUALITY THAT WILL BE APPROPRIATE TO THE CURRICULUM AND TRAINING OBJECTIVES. THE IDENTIFICATION OF IMPORTANT RESEARCH DIRECTIONS IS EXPECTED TO ENABLE RESEARCHERS TO CONCENTRATE ON PROBLEMS THAT MAY MAKE THE GREATEST CONTRIBUTIONS TO A THEORY OF INSTRUCTION. (AL)

This index lists the titles of projects under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

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OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



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CONFERENCE TO FOSTER IMPROVEMENT OF CURRICULA AND INSTRUCTION IN DEVELOPING COLLEGES.
BR-7-0669 EP 010 976

COMMUNITY COLLEGES

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BR-7-0694 EP 010 977

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BR-7-H-010 EP 010 987

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BR-7-G-001 EP 010 985

PROGRAM DEVELOPMENT

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BR-7-0569 EP 010 976

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BR-7-0961 EP 010 980

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BR-7-G-001 EP 010 985

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BR-7-G-036 EP 010 986

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SIMULATED CLASSROOM SITUATIONS-THE DEVELOPMENT AND EVALUATION OF ROLE PLAYING IN THE EDUCATION

OF PROSPECTIVE SECONDARY SCHOOL SCIENCE TEACHERS.
BR-7-G-001 EP 010 985

STUDENT TEACHERS

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TAPE RECORDINGS

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SURVEY OF MATERIALS IN THE NEGLECTED LANGUAGES.
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TRADE AND INDUSTRIAL EDUCATION

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This index lists projects under the name of the investigators responsible for them. The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

JASPEN, NATHAN

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

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AUSTIN, WARREN B.

GREENE'S RESEARCH ON SHAKESPEARE-A COMPUTER AIDED STUDY.
BR-7-G-036 EP 010 986

BRUMBAUGH, A.J.

CONFERENCE TO FOSTER IMPROVEMENT OF CURRICULA AND INSTRUCTION IN DEVELOPING COLLEGES.
BR-7-0569 EP 010 976

DARNELL, DONALD K.

LANGUAGE PROFICIENCY TESTING.
BR-7-H-010 EP 010 987

FAY, LEO C.

DEVELOPMENT OF MANUSCRIPTS WHICH INTERPRET READING RESEARCH TO THE PUBLIC.
BR-7-0981 EP 010 980

JOHNSON, F. CRAIG

EVALUATION OF EDUCATIONAL DEVELOPMENT PROGRAMS IN HIGHER EDUCATION, AN
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LAZERSON, MARVIN F.

PUBLIC EDUCATION AND IMMIGRANTS IN MASSACHUSETTS, 1880-1914.
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LEHMAN, DAVID L.

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RIZZOLO, RALPH

EXPERIMENTAL TAPE-RECORDINGS FOR TEACHING SENSITIVITY TO MUSICAL INTONATION.
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TWELKER, PAULA.

INSTRUCTIONAL SIMULATION-A RESEARCH DEVELOPMENT AND DISSEMINATION ACTIVITY.
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PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
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BR-6-1234 EP 000 000

Accession Number



ARIZONA STATE UNIV., TEMPE
EXPERIMENTAL TAPE-RECORDINGS
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CAL INTONATION.
BR-7-I-030 EP 010 988

**CALIFORNIA JUNIOR COLL.
ASSN., MODESTO**
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**CENTER FOR APPLIED LINGUIS-
TICS, WASHINGTON, D.C.**
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GLECTED LANGUAGES.
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**MICHIGAN ST. UNIV., EAST LANS-
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**STEPHEN F. AUSTIN STATE
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GREENE'S RESEARCH ON SHAKES-
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**TEXAS UNIV., AUSTIN, SCIENCE
EDUCATION CENTER**

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THE DEVELOPMENT AND EVALUATION
OF ROLE PLAYING IN THE EDUCATION
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BR-7-G-001 EP 010 985

WISCONSIN UNIV., MADISON

STUDY OF EDUCATION IN GREECE.,A
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accession numbers

Accession numbers

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